FLORIDA AGRICULTURAL and MECHANICAL UNIVERSITY
Department of Social Work
Benjamin Banneker Building B, Suite 300

Merlin R. Langley, PhD
Associate Professor
Chair, Department of Social Work
(850) 599-3456
E-mail: merlin.langley@famu.edu

BACHELOR of SOCIAL WORK PROGRAM

ADMINISTRATION and STAFF

Laura L. Myers, PhD, MSW
Associate Professor
BSW Program Director
(850) 561-2254
E-mail: laura.myers@famu.edu

Wanda F. Jackson, MSW
BSW Field Coordinator
(850) 599-8852
E-mail: wanda.jackson@famu.edu

Katisa Donaldson, MSW
Title IV-E Child Welfare Education Program Coordinator
(850) 412-7551
E-mail: kmustardseed@aol.com

Mary E. Howard
Office Manager
(850) 599-8180
E-mail: mary.howard@famu.edu

FACULTY

Gloria D. Aguilar, PhD, ACSW
Associate Professor
Faculty Liaison
(850) 599-3821
E-mail: gloria.aguilar@famu.edu

Cynthia Davis, PhD, MSW
Assistant Professor
Faculty Liaison
(850) 412-7553
E-mail: cynthia.davis@famu.edu

Revised November, 2008
MASTER of SOCIAL WORK PROGRAM

ADMINISTRATION and STAFF

Robin Perry, PhD, MSW
Associate Professor
Interim MSW Program Director
(850) 561-2253
E-mail: robin.perry@famu.edu

Gwendolyn Spencer
Interim MSW Field Coordinator
(850) 599-3781
E-mail: gwendolyn.spencer@famu.edu

Gwendolyn Parker
Secretary
(850) 599-3456
E-mail: gwendolyn.parker@famu.edu

FACULTY

Barbara J. Haile, DSW, MSW
Associate Professor
(850) 412-7554
E-mail: barbara.haile@famu.edu

Jean Hyche-Jackson, EdD, MSW
Associate Professor
(850) 561-2251
E-mail: jeann.jackson@famu.edu

Brenda Jarmon, PhD, MSW
Associate Professor
(850) 561-2263
E-mail: brenda.jarmon@famu.edu

Sandra Kelly, MSW, LCSW
Visiting Assistant Professor
(850) 412-7552
E-mail: kel21202002@yahoo.com

Revised November, 2008
# TABLE OF CONTENTS

## I. University Vision and Mission Statement

- University Policy ......................................................... 3
- College of Arts and Sciences Mission Statement .............................. 4
- History of the Baccalaureate Social Work Program ......................... 4

## II. Baccalaureate Social Work Program

- Program Mission Statement .................................................. 6
- Program Goals and Objectives ................................................ 6-7
- Overview of the Curriculum .................................................. 8
- Course of Study ..................................................................... 9-10
- Course Description ................................................................. 11-15

## III. BSW Field Education Curriculum

- Introduction to the BSW Field Education Program ....................... 17
- Student Interns and Field Instructors Academic Calendar .............. 18-19
- Field Experience in Social Work Syllabus (SOW 4510) .................. 20-29
- Integrative Field Seminar Syllabus (SOW4522) ............................ 30-41

## IV. BSW Field Education Policy and Procedures

- The Field Practicum Process ................................................ 42
- BSW Field Education Placement Procedures (Eligibility) ............... 45
- Pre-Field Application Check List ............................................. 46
- Application Packet ............................................................... 46
- Criminal History Systems Check ............................................. 46-47
- Pre-Placement Meeting ........................................................ 47
- Interview with Field Coordinator ........................................... 47-48
- Agency Interview ................................................................. 48
- Registration for Field Practicum .......................................... 48-49
- Field Orientation Meeting for Students .................................. 49
- Field Orientation Meeting for Field Instructors ......................... 49-50
- Field Practicum Hours ......................................................... 50
- Reporting to the Agency ....................................................... 50
- Orientation to the Agency ..................................................... 50-51

## V. Administrative Policies

- Pre-Placement Meeting and Field Orientation Policy .................. 53
- Holidays .............................................................................. 53
- Observance of Religious Holy Days by Students .......................... 53
- Field Practicum Hours ......................................................... 53-54
- Taking an Extra Course ....................................................... 54
- Class Attendance ................................................................. 54-55
- Sick Leave ........................................................................... 55
- Administrative Leave ........................................................... 55

Revised November, 2008
VI. Forms

Pre-Field Application Checklist .................................................. 93
Eligibility Requirements Agreement of Understanding .................... 94
Florida Department of Law Enforcement Waiver and Agreement Statement........ 95
Assumption of Risk and Release .................................................. 96
Address Correction Form ........................................................... 97
Application for Field Placement .................................................. 98-101
Statement of Understanding ....................................................... 102
Field Placement Recommendation Form ....................................... 103
Field Instructor Information Form ............................................... 104-106
Agency Data Sheet .................................................................... 107-109
Student Activity Log ................................................................. 110
Weekly Practicum Log .............................................................. 111-112
Sample Learning Contract ......................................................... 113-114
Learning Contract Form ............................................................ 115-116
Monthly Record Time Sheet ....................................................... 117
Florida A&M University
And
College of Arts and Sciences
Mission and Policy Statements

History of the
Social Work Program
VISION AND MISSION STATEMENT OF FLORIDA A&M UNIVERSITY

VISION STATEMENT
Florida Agricultural and Mechanical University will provide the citizens of Florida, the nation, and the world with inspirational teaching, relevant research, and meaningful service by offering opportunities to enhance humankind.

MISSION STATEMENT
The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethnic, technological and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with a particular emphasis on integrity and ethical conduct. Florida A&M University is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to resolution of complex issues that will enhance humankind.

While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment.

CORE VALUES OF FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
Florida Agricultural and Mechanical University holds the following values essential to the achievement of the University’s mission:
- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity/Ethics
- Respect
- Collegiality
- Freedom

Within the State University System of Florida, Florida A&M University has the distinction of being the only Historically Black University. This uniqueness is evident in the Department of Social Work which has historically and continues to focus on the needs of the neediest citizens of the State of Florida, the poor and the disenfranchised, a population in which some of our students are indigenous to, and the university reaches out to claim.
FLORIDA AGRICULTURAL AND UNIVERSITY
POLICY STATEMENT

Florida Agricultural and Mechanical University is a four-year land grant institution founded in 1887 to provide post-secondary education for the State’s Black citizens. It is one of the three oldest universities in the State University System. It is under the jurisdiction of the Board of Governors which governs the State University System. The Board of Trustees which oversees the operation of the University is appointed by the Governor.

It is the policy of Florida Agricultural and Mechanical University to assure that employment at the University shall continue to be the basis of qualifications without regard to race, creed, color, national origin, age, handicap, sex, veteran status and sexual and political orientation as prohibited by the State and Federal statutes. This policy shall include applicants for admission to the University and employment.

The affirmative action program is designed to encourage diversity by establishing procedures designed to ensure a continuous and equal opportunity to all individuals; to assure equal and fair treatment particularly to minorities, the handicapped, and women in the employment process; and to establish procedures which will attract and retain qualified minorities and women for employment.

Further, the University remains committed to the concept of equal employment opportunity and access to post-secondary education for African Americans and other minorities as well as the preservation of the cultural values associated with that culture on which the very foundation was created.

Inquiries concerning this policy and procedures for filing complaints under this policy are directed to the University Equal Employment Officer.
THE COLLEGE OF ARTS AND SCIENCES

The Department of Social Work is part of the College of Arts and Sciences. The primary mission of the College of Arts and Sciences is to produce well-educated, competent, resourceful graduates who are properly prepared to launch successful careers and earn satisfactory living, and make a difference in society. To accomplish this mission, the college provides opportunities for qualified students (1) to acquire the fundamentals of a liberal arts education, (2) to acquire a mastery of basic competencies and skills, (3) to obtain sound preparation for professional and graduate study, and (4) to concentrate in several field of the humanities, social sciences, natural sciences and professions.

Mission statements of the University, College and Bachelor of Social Work Program reflect a consistency of purpose between the three entities. There is clear agreement that teaching, research, scholarship and community service are preeminent.

THE BACHELOR OF SOCIAL WORK PROGRAM

HISTORY OF THE PROGRAM

Social work at FAMU began as a sequence of elective courses in a curriculum for sociology majors (1950-1955). In 1950, Dr. Victoria E. Warner was hired by Florida A&M University to create and teach the first social work course ever offered. In 1956, six three-hour courses (18 credit hours) were provided as a minor by students majoring in sociology, psychology, nursing, elementary and secondary education. Due to Dr. Warner’s efforts, beginning in 1969, the major in sociology with a minor in social welfare was “approved as appropriate” by the Council of Social Work Education. Along with other southern based educators called the Southern Regional Education Board, Dr. Warner worked to establish undergraduate social work education as the first level professional degree to be recognized and accredited by the Council on Social Work Education. In 1974, the minor program was “accredited” by the Council. By 1979, Florida A&M University established a major program and granted its first degree: Bachelor in Social Work. Today the Bachelor of Social Work Program is accredited by the Council on Social Work Education. It was through those early pioneering efforts that BSW Programs became accredited throughout the United States and beyond.

The evolution of program designs at Florida A&M University between 1956 and 2006 reflects the growth and development of baccalaureate programs throughout the country. The Bachelor of Social Work Program includes an academic curriculum, faculty/student advisement; and activities sponsored by the Student Social Work Association, the Phi Alpha Honor Society, and the Community Advisory Council/Board.
Baccalaureate
Social Work Program
PROGRAM MISSION STATEMENT

The mission statement of the Bachelor of Social Work (BSW) Program in the Department of Social Work is to provide a beginning generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession. We seek to educate students who will engage in the problem-solving process with individuals, groups and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity. Program graduates will be prepared for beginning social work practice and/or advanced standing upon entry into a graduate program of study. Therefore our BSW Program provides our students with the following educational goals and objectives to enhance their social work education and promote life-long learning:

BACHELOR OF SOCIAL WORK (BSW) PROGRAM GOALS AND OBJECTIVES

Goal 1: To provide a liberal arts base for foundation knowledge, critical and effective communication and critical thinking.

Objective 1: Students will demonstrate knowledge of the liberal arts perspective including human biology, society and culture, history, political science, economics, and analytical sciences.

Objective 2: Students will demonstrate proficiency in oral and written communication.

Objective 3: Students will demonstrate the ability to use critical thinking in analyzing, synthesizing, and evaluating social policies, services, and programs.

Goal 2: To socialize students in the ethics and values of the profession.

Objective 4: Students will apply ethics and values both as students and professionals.

Goal 3: To help students understand the need for continuous professional development.

Objective 5: Students will acquire membership in at least one professional organization.

Objective 6: Students will establish professional goals.

Objective 7: Students will acquire the skills to utilize technology, including the internet, for education, advocacy, research, and practice purposes.

Goal 4: To provide study of theories and facts comprising the knowledge base of human behavior and social environment with emphasis on populations at risk, human diversity and women.

Objective 8: Students will have a knowledge base that helps them meet basic human needs and support the development of human capacities.

Objective 9: Students will be familiar with the characteristics of populations-at-risk.

Objective 10: Students will be able to articulate knowledge of and demonstrate sensitivity to the characteristics and social barriers experienced by the disenfranchised (those who feel they have little or no influence in society), the oppressed, and other diverse group members.
Goal 5: To focus on the public will, and the political and legislative processes used in the development and implementation of social policy.

Objective 11: Students will understand the impact of various forces on political/legislative support for social issues.
Objective 12: Students will have the capacity for using the political system in support of appropriate social issues from a local, state, federal, and/or global perspective.

Goal 6: To provide orientation to the methods of social research and the tools and procedures used in measurement of social behavior, and social work practice.

Objective 13: Ability to communicate (orally and in writing) and use of critical inquiry for scholarly research.
Objective 14: Students will demonstrate an understanding of research processes and ability to utilize the research of others.
Objective 15: Students will have the capacity to formulate a simple research study.
Objective 16: Students will demonstrate the ability to evaluate practice.

Goal 7: To provide application of the generalist practice method with client systems including individuals, groups, communities and organizations, in diverse settings.

Objective 17: Students will demonstrate knowledge of social policy development and the history of social welfare.
Objective 18: Students will have knowledge of the governmental system of social services.

Goal 8: To provide evaluative study of social movements and organizational programs promoting the general welfare of oppressed peoples.

Objective 19: Students will demonstrate knowledge of social policy development and the history of social welfare.
Objective 20: Students will have knowledge of the government system of social services.

Goal 9: To promote successful strategies for political, social and economic development of African Americans and their communities.

Objective 21: Students will understand the impact of political, social and economic forces that affect the African American community.
Objective 22: Students will have the capacity for using the generalist practice knowledge and skills to advocate on behalf of the African American community.
Objective 23: Students will acquire the skills to utilize technology, including the internet, for education, advocacy, research, and practice purposes.
THE CURRICULUM: THE SOCIAL WORK MAJOR

A four-semester sequence of professional courses in social work follow two years of study in liberal arts, including communications, humanities, mathematical science, biology, physical science, sociology, political science, history (including African American History) psychology and economics. Social work courses include fourteen required courses with two social work elective courses and one free elective to attain the degree in social work. Learning objectives are defined for each of the content areas and courses represents appropriately packaged teaching/learning activities.

While the search for agreement continues in the literature as to the nature of the generalist practitioner, we define our graduates as generalist, prepared for both direct and indirect practice, using a client-centered, problem-solving approach, empowerment approach. Students are expected to articulate worker activity in various (interaction with clients) for use with individuals, families, groups and communities. The research sequence provides order for conceptualization of knowledge and practice as well as an opportunity to consume and produce research for knowledge. The curriculum is heavily weighted in social policy as opposed to emphasis on clinical practice. The undergraduate program is accredited by the Council on Social Work Education and prepares graduates for beginning generalist practice. See Course of Study.

Minor – The social work minor is an eighteen (18) credit hours course study plan established to provide students interested in social work access to core foundation knowledge and volunteer experience in various fields of practice. The social work minor is not recognized by the Council on Social Work Education.
# FLORIDA A&M UNIVERSITY

**Course of Study: Bachelor Degree in Social Work**

301 Ware Rhaney  
Tallahassee, FL 32307-3500  
(850) 599-3456

## FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH2010 or 2020</td>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2091</td>
<td>Afro-American History</td>
<td>3</td>
</tr>
<tr>
<td>BSC 1005</td>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENC 1101, 1102</td>
<td>Communicative Skills I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1105 or MGF 1106</td>
<td>College Algebra or Liberal Arts Math I</td>
<td>3</td>
</tr>
<tr>
<td>MGF 1107</td>
<td>Liberal Arts Math II</td>
<td>3</td>
</tr>
<tr>
<td>POS 2041</td>
<td>American National Gov't</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

28 hours

All students must complete one summer term to receive a degree from a Florida University.

## SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 1002 or PSC 1121</td>
<td>Astronomy or Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>ECO 2013 or 3040</td>
<td>Principles or Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENC 2300</td>
<td>Improved Writing</td>
<td>3</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>HSC 1100</td>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPC 2600</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2000</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SYG 3010</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOW 3203</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

31 hours

Admission to the program in social work is by application & requires that students have completed the FIRST half of their sophomore year or completed the General Education curriculum, passed a minimum 3 parts of the CLAST Test, and have a GPA of 2.0.

## FALL JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3103</td>
<td>Human Behavior Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOW 3290</td>
<td>Ethics &amp; Prof. Development</td>
<td>4</td>
</tr>
<tr>
<td>SOW 3230</td>
<td>Social Welfare History</td>
<td>3</td>
</tr>
<tr>
<td>SOW 3341</td>
<td>SWP I</td>
<td>3</td>
</tr>
<tr>
<td>SOW 3801</td>
<td>Self Awareness</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

16 hours

## SPRING JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3350</td>
<td>Interview &amp; Recording</td>
<td>3</td>
</tr>
<tr>
<td>SOW 4322</td>
<td>SWP II</td>
<td>3</td>
</tr>
<tr>
<td>SOW 4403</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOW 4104</td>
<td>HBSE:Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>SOW</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

15 hours

## FALL SENIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4343</td>
<td>SWP III</td>
<td>3</td>
</tr>
<tr>
<td>SOW 4414</td>
<td>Res/Measurements</td>
<td>3</td>
</tr>
<tr>
<td>SOW 3232</td>
<td>Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOW</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

15 hours

## SPRING SENIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4510</td>
<td>Field Experience</td>
<td>12</td>
</tr>
<tr>
<td>SOW 4522</td>
<td>Integr Sem</td>
<td>3</td>
</tr>
</tbody>
</table>

**SEMESTER HOURS**

15 hours

**TOTAL HOURS**

120

Revised Effective Fall 2008
REQUIRED COURSES IN SOCIAL WORK

SOW 3103 Human Behavior Theory
SOW 3203 Introduction to Social Work
SOW 3230 Social Welfare History
SOW 3232 Policy Analysis
SOW 3341 Social Work Practice w/ Individuals
SOW 3350 Interviewing and Recording
SOW 3801 Self Awareness
SOW 4104 HBSE: Across the Life Cycle
SOW 4322 Social Work Practice w/ Families & Groups
SOW 4343 Social Work Practice w/ Comm. & Organizations
SOW 4403 Research Methods
SOW 4414 Measurements in Social Work Practice
SOW 4510 Field Experience
SOW 4522 Integrative Field Seminar

ELECTIVE COURSES

SOW 4152 Human Sexuality
SOW 4602 Social Work Practice in Health Care
SOW 4613 Mental Health Services
SOW 4622 Social Work with African American Families
SOW 4633 School Social Work
SOW 4643 Social Work with The Aged
SOW 4651 Children and the Law
SOW 4654 Social Work with Children
SOW 4657 Youth in Crisis
SOW 4682 AIDS: Impact on Life Cycle
SOW 4700 Social Work with Chemical Dependency
SOW 4930 Social Work Topics & Seminars
SOW 4931 Select Topics Social Work
- Death & Dying

revised Effective Fall 2008
SOCIAL WORK COURSE DESCRIPTIONS

Dynamics of Human Behavior  
(SOW 3103-001)
This course introduces students to a life-span approach to human development within the context of families, groups, organizations, and communities. Emphasis is on the interplay of biological, cultural, psychological, and social factors that influence human behavior. The course will survey the major theories of human development with particular attention given to the psychology of the individual and the sociological significance of the individual’s environment; and will address the unique situations of diverse groups, including ethnic/racial minorities, women, sexual minorities or gay and lesbian persons, the poor, the chronically ill, and the disabled. An ecosystem perspective will be used to examine three areas of life, that is, life transitions, environmental pressures, and interpersonal processes.

Introduction to Social Work  
(SOW 3203-001)
This course provides an overview of the field of social welfare and the profession of social work. It characterizes persons having needs and illustrates how these needs are met (or unmet) through social welfare institutions. The course introduces the value base of social work practice and defines the major methods used in generalist practice, with individuals, families, groups and communities.

Social Policy  
(SOW 3232-001)
This course provides an introduction to the major social welfare programs in the United States, describes the history, trends, and current problems of existing programs, and addresses the controversies and conflicts surrounding them. Students will be encouraged to: (a) critically analyze social welfare policies, (b) become aware of values systems and the role they (the systems) play in the development of attitudes toward social welfare programs, and (c) adopt a politically oriented approach to social work practice.

Social Work Practice w/ Individuals  
(SOW 3341-301)
This is the first of a three (3) course practice sequence. It provides an overview of generalist practice, a problem-solving approach, systems theory and an ecological perspective. Students will become familiar with Social Work Practice in seven (7) identifiable stages: Engagement, Assessment, Planning, Intervention/Implementation, Evaluation, Termination and Follow-up. Application of social work knowledge, skills and values and human diversity will be highlighted as they pertain to each stage. This course provides contemporary theories of counseling individuals and provides knowledge of practice evaluation as a part of the Generalist Intervention Model (GIM).

Interviewing and Recording  
(SOW 3350-301)
This course provides foundation knowledge and practice of interviewing and process recording for generalist social work practice. This course is organized around as an experiential laboratory to build good interviewing and writing skills. Two components of the course are interviewing and recording. The first component of the course focuses on a structural methodological approach (MODEL) for learning interviewing. Fifteen (15) essential interviewing skills are analyzed for their appropriate application with different populations, in particular minorities and women. The model is a combination of a video analysis system for teaching single-skill units of interviewing and a program method text approach for learning interviewing skills.

Individual skills will be operationalized so that they can be easily discriminated and communicated to the student. Mastering one skill at a time will be emphasized (verses) a traditional method of demonstrating
competences in all areas simultaneously. This “shaping” process of skill development will be done by using written materials, specific instructions for improvement, immediate and concrete feedback through the use of videotaping sessions, video models demonstrating examples of a particular skills usage in practice and supervisory comments. Students will thus be able to learn each skill on a cognitive, experiential and observational level.

The second component of the course focuses on process recording of numerous in vivo interviews conducted by students, role plays and other written assignments according to the American Psychological Association (APA).

**Self Awareness**  
(SOW 3801-301)

The course is designed to help students develop awareness of self and the use of others to empower others in social work practice. The student will examine his/her identity, interpersonal relationships, problem-solving skills, styles of communication, and values.

**Social Work Practice w/ Families & Groups**  
(SOW 4322-301)

This course continues the learning process of skills, thought to be more clearly understood in relationship to selected group processes, structures and functions. Students shall examine the use of groups in helping individual members solve problems and in helping groups accomplish goals. The classroom will become a laboratory for students to practice and develop additional social work skills. In addition, students will establish relationships with an organized group to observe and analyze group activities.

**Social Work Practice w/ Communities & Organizations**  
(SOW 4343-301)

Social Work Practice III prepares students to use the Generalist Method of Practice with organizations and communities. Community organizing is viewed as a political process aimed at empowering those who may currently have little involvement in decisions affecting their lives. Community development is viewed as the attainment of both problem solving skills and the development of organizations that can provide long term capacity to address problems. In this perspective, goals of community organizing are to enhance the potential of individuals to solve problems confronting them and the process, strive to enhance democracy through a more equitable division of resources.

**Research Methods**  
(SOW 4403-301)

Research Methods in Social Work Practice is the first in a two course sequence required for all undergraduate BSW majors. The course is designed to provide competency in problem solving processes through utilization of research methodologies. The course concentrates on the appropriate language, knowledge and skills associated with generalist social work practice in the defining of and resolution of problems relevant to professional practice and evaluation of practice effectiveness. Substantive topics include: values, ethics and philosophical issues in research; problem formation; methods involved in problem solving; procedures for collecting and analyzing data and writing of the research report.

**Measurements in Social Work Practice**  
(SOW4414-301)

The objective of the research sequence in baccalaureate (BSW) programs of a social work education is to teach students to be “intelligent consumers” of research (Council on Social Work Education {CSWE})
Baccalaureate students are expected to learn how to read and understand studies so they can apply research results to their own professional practice (Task Force on Social Work Education, 1991).

Research Methods II in social work practice and research is the second course in a two part sequence of research courses. Measurement in social work practice and research provides a review of the scientific approach to social work research and in-depth knowledge and application of quantitative and qualitative data analysis in social work. Students are required to apply steps in the scientific method by carrying out the research proposal developed in the prerequisite SOW 4403, Research Methods I.

Field Experience
SOW (4510-601)
Field experience is the practicum portion of social work education. In the field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. A minimum of 540 clock hours is required for fall and spring semester students with 420 clock hours required for summer semester students. These differentials are due to the lower number of weeks established by the university for the summer term.

Integrative Field Seminar
SOW (4522-301)
A weekly seminar, accompanying SOW 4510 Field Experience is offered to facilitate discussion of prior learning (social work curriculum) with agency practice in field placement. Each student will select cases from placement for discussion (with confidentiality) throughout the seminar. Emphasis is placed on the professionalization of students.
ELECTIVE COURSES

Human Sexuality  
(SOW 4152)
Sexuality is an important part of human growth and development. It is imperative that social workers and others acquire knowledge of human sexuality as a sphere of human and appreciation for its biopsychosocial significance to the wellbeing of all persons in our society. This course covers human diversity, sexual variance and the span of human sexuality and psychosexual development. The course is divided into four primary areas including a historical view of sexuality as a science, sexual anatomy, sexual health and sexual coercion.

Social Work Practice in Health Care  
(SOW 4602)
This course focuses on social work practice (from an ecosystem perspective) in health care settings. Issues related to the overall health care delivery system are explored, including legislation and policy, structural factors, the contributions of other disciplines, and organizational and professional standards. Special attention is given to the specific skills and tools used by special workers in health care settings; and the increasingly challenging ethical, financial and quality of care issues associated with the delivery of health care services. Finally, the needs of special populations are emphasized, particularly the problems and perspectives of the elderly, ethnic/racial minorities, disadvantaged persons, women, chronically ill/disabled children and adults, and people who are HIV positive and who have full blown AIDS.

Mental Health Services  
(SOW 4613-001)
Perceptions of “Who we are” permit persons either to avoid the need for mental health services or subject themselves to the definitions and treatment models of the current system. This course will define and describe the current models of service and underlying theories; and examine the mental health perspectives being advanced by four ethnic minority groups, women, gay and lesbian persons.

Social Work with African American Families  
(SOW 4622-001)
Theories, practice and research relevant to African American families are examined around the socio-cultural forces impacting family structures and functions. Particular attention is given to misconceptions and myths about African American families in contemporary America. The generalist method of social work practice, the problem solving process and the eco-systems theoretical framework are utilized to provide a conceptual framework for practice with African American families.

Social Work with the Aged  
(SOW 4643-001)
Beginning with a review of the dimensions of aging in the United States and worldwide, selected programs of aging are identified. Societal responses or services are examined for elderly persons with and without adequate finances, with emphasis on special populations at risk as older persons.

Children and the Law  
(SOW 4651-001)
This course focuses on the impact which state and federal laws have on social workers in various child welfare settings; five (5) Florida Statutes dealing with the protection of children (including child abuse and neglect, medical/mental health care, juvenile justice, family law/custody issues and rights of biological parents and children); and social work roles in the formation of laws related to children.
Social Work with Children  
(SOW 4654-001)  
The course defines child welfare as implemented in American agencies serving children. Units of study include an historical perspective and an examination of the principal supportive, supplementary, and substantive child welfare services: home-based and family services, protective services, day care, homemaker services, foster care, adoption, and institutional child care. Child welfare services to be studied include home-based care, homemaker services, daycare, protective services, foster family-care, adoption and institutional care.

Youth in Crisis  
(SOW 4657-001)  
This course provides an overview of the impact of violence on our nation’s youth. Students will examine how domestic violence, physical abuse and sexual abuse, sexual battery and other forms of violence affect the development of our adolescents. Society’s role in perpetuating violence as well as political moves to address violence will also be explored.

AIDS: Impact on the Life Cycle  
(SOW 4682-0001)  
This course provides an overview of the HIV and AIDS epidemic; information and knowledge related to HIV testing, ARC treatment and prevention, and associated legal and ethical issues. Students will examine the effects of AIDS on children, women, adolescents, substance abusers, incarcerated individuals, African Americans and other specific groups, and provides knowledge and information on the entire span of human sexuality and psychosexual development.

Chemical Dependency  
(SOW4700-001)  
The nature and incidence of substance abuse; treatment modalities utilized; the influence of organized crime; the politics of the drug “war,” and efforts towards prevention are the focus of this course. To facilitate a greater understanding of human diversity, substance abuse will emphasize poor racial/ethnic groups: African American, Hispanic Americans, Asian Americans and Native Americans.

Selected Topics in Social Work  
(SOW 4930-001)  
Selected Topics in Social Work is a title used to offer a course which is not currently listed in the Master Course File. A course plan is developed and the subject matter is announced to students prior to registration. Simultaneously, the course plan is submitted to the Common Course Numbering System, hopefully to be available when the course is to be offered again.
BSW Field Education
Curriculum

INTRODUCTION TO THE BSW FIELD INSTRUCTION PROGRAM

The assignment of Florida A&M University students to an agency, an institution or an organization for one full semester (block placement) or two consecutive semesters (part-time placement) has been an important part of the undergraduate curriculum in Social Work since 1968. Over the years, various practicum settings have been used by students enrolled in the Program. A mutually beneficial working relationship between the University, the students and the agencies has yielded opportunities for professional growth and numerous employment experiences.

Agency participation in the learning process is not only essential but is greatly appreciated by the University, as it always involves additional efforts by field instructors and task supervisors with full-time work assignments at an agency or institution. In field instruction, students are provided educationally directed learning activities under supervision. Students apply, test and integrate the principles, theories, knowledge, skills and values presented in earlier courses as they engage in social work practice with individuals, families, groups, organizations and communities.

The BSW Field Education Manual represents the effort by the University to organize the placement process and the whole of the field experience, as a positive curriculum component in the undergraduate Program in Social Work. The purpose of this manual is to provide a tool that will acquaint field instructors to the overall curriculum of the Bachelor of Social Work Program and provide suggestions on appropriate agency based learning opportunities for students. It also seeks to establish general policies and procedures as guidelines for the agency, the student, and the department. Productive interactive learning experiences for the field practicum are suggested. The roles of the student, faculty liaison, field coordinator and field instructor, are also outlined such as to clarify the function of all entities involved in the placement experience. This document should be useful to students, field instructors, and faculty liaisons.
### I. COURSE DESCRIPTION

Field experience is the practicum portion of social work education. In the field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. A minimum of 540 clock hours in field is required for the Bachelor Degree in Social Work (BSW). Only summer semester students complete 420 clock hours due to the shortened summer term.

### II. COURSE OVERVIEW

This course provides curriculum in generalist social work practice. Specific objectives including problem solving with individuals, families, groups, organizations and communities from a person-in-environment perspective, the ecosystem theoretical framework and developing broad service coordination skills. Students will provide client services within the values, principles of and ethics associated with social work practice.

### III. COURSE RATIONALE RELATIVE TO PROGRAM MISSION, GOALS, AND OBJECTIVES

The course seeks to engage students in the practice of problem-solving approach by working toward promoting social justice for all people. This is achieved through application of the generalist practice method with various client systems. This will result in the cognitive understanding of generalist practice skills. The mission of the program is to provide a generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession. It seeks to educate students who will engage in the problem-solving process with individuals, groups and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity.
The goals of the program are:
1. To help students understand the need for continuous professional development. (Goal 1)
2. To provide orientation to the methods of social research and the tools and procedures used in measurements of social behavior, and social work practice. (Goal 6)

The objectives of the program are:
1. Students will acquire membership in at least one professional organization. (Objective 5)
2. Students will establish professional goals. (Objective 6)
3. Students will acquire the skills to utilize technology, including the internet, for education, advocacy, research, and practice purposes. (Objective 7)
4. Ability to communicate (orally and in writing) and the use of scholarly research. (Objective 13)
5. Students will demonstrate an understanding of research process and ability to utilize the research on others. (Objective 14)
6. Students will have the capacity to formulate a simple research study. (Objective 15)
7. Students will demonstrate the ability to evaluate practice. (Objective 16)

IV. COURSE OBJECTIVES
In a climate of acceptance and continuous learning, students are reviewed for their abilities within an acceptable range of competencies. This course will address the following knowledge, values, and skills objectives:

A. Knowledge Objectives:
By the end of this course students are expected to:

1. Demonstrate knowledge about the program of service that the agency is charted to provide, populations to be served, sources of agency resources, responsibilities of personnel, etc.
2. Demonstrate knowledge of the dynamics interaction of social policy, administrative practices and service delivery systems.
3. Participate in agency orientation, read agency materials, client files, policies and procedures.
4. Observe, assess and interpret professional behaviors of agency staff.
5. Demonstrate the ability to identify services most often used by the agency.
6. Demonstrate asking such questions as are needed to understand professional agency behaviors.
7. Define the macro-level process carried on by the agency and general community.

B. Values objectives:
By the end of this course students are expected to:

1. Demonstrate the application of professional social work values in agency practice.
2. Demonstrate understanding a need for confidentiality in all agency activities.
3. Demonstrate ability to commitment to a client strengths/empowerment perspective.
4. Demonstrate an ability to continue self-assessment throughout the placement and reflect off the same thereafter.
5. Define instances and persons selected for referrals.

C. **Skills Objectives:**
By the end of this course students will be expected to:

1. Conduct interviews with persons receiving services.
2. Document client records appropriately with evidence of activity with clients.
3. Practice as many social work skills as are appropriate in agency activities.
4. Utilize supervised practice experiences to produce professional knowledge and promote self-evaluation.
5. Attend as many out-of-agency- functions as possible that may strengthen knowledge of social work practice in the community.
6. Apply self-assessment throughout placement and reflect on the same thereafter.
7. Conceptualize a single subject design for evaluating one aspect of agency service
8. Evaluate field experience at end of placement.

V. **EXPECTED COURSE OUTCOMES**
Upon completion of this course, it is expected that students will have acquired the following skills and capacities:

1. Learn agency’s policies and procedures.
2. Develop interviewing skills.
3. Develop a keen understanding of process recordings and its value to agency documentation.
4. Complete self-assessment throughout field experience, and reflect on them.
5. Conceptualize a single subject design to evaluate one aspect of agency services.
7. Evaluate field experience.

VI. **EVALUATION OF COURSE OUTCOMES**
The objectives will be measured by: (1) the field instructor; mid-term and final evaluations; by (2) the faculty liaison; the BSW field coordinator; a Field / Learning Contract, Agency/Community Paper, a Single Subject Design, and a review of the student’s evaluation of the field experience. Each student must complete a monthly record of completed field hours. All assignments will be given in class in the form of handouts.

Attendance is mandatory. If the student is ill and seeks medical attention form a physician, she/he should present a medical excuse to the field instructor. A copy of the excuse should be stapled to the monthly time sheet. The time sheet must be signed by the field instructor and given to the field coordinator. It is the responsibility of the student to complete the required field clock hours, as stipulated in the syllabus. No exceptions! If a student is unable to complete the required hours and has a valid documented reason, such as a personal or family illness, a death in the family, etc. and is passing the practicum and seminar course at the time of the incident, she/he will be issued an ‘I’ as an incomplete grade, and permitted to complete the placement the following semester. The field coordinator, field instructor, faculty liaison and BSW Program director will confer on the matter.
Student grades will be based on the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Score</th>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Field Hours*</td>
<td>100 points</td>
<td>Students cannot successfully pass</td>
</tr>
<tr>
<td>Field/Learning Contract</td>
<td>50 points</td>
<td>field or seminar</td>
</tr>
<tr>
<td>Agency/Community Paper</td>
<td>100 points</td>
<td>without completing</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>100 points</td>
<td>the hours stipulated</td>
</tr>
<tr>
<td>Single Subject Design</td>
<td>100 points</td>
<td>in the syllabus</td>
</tr>
<tr>
<td>Student Evaluation of Placement</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

**Total 600 points**

**Grading Scale:**
- 600-540 points = A
- 539-480 points = B
- 479-420 points = C
- 419-360 points = D
- 359 and below = F

**VII. COURSE METHODS**

**Cognitive Methods**
1. Students will learn about agency policies and procedures by reading their respective agency manual(s).
2. Students will develop interviewing skills by engaging clients in the problem solving process.
3. Students will learn to write process recordings as a part of agency documentation.

**Affective Methods**
1. Students will write an agency community paper that will critically evaluate resources and gaps in service delivery systems.
2. Students in field supervision will reflect on emotional needs and psychological ambivalence in one’s role with the client system.
3. Students will attend training, meetings and workshops provided by agencies, for their professional development as social workers.

**Experimental Methods**
1. Students will shadow their field instructor/task supervisor and apply the skills they have learned for professional development.
2. Students will demonstrate an understanding of theory by applying a theoretical approach to an intervention in the field.
3. Students will attend training, meetings and workshops provided by agencies, for their professional development as social workers.

**VIII. REQUIRED READINGS**
- Agency Policy and Procedures Manual
Readings will be recommended to students by field instructors and the BSW field coordinator that relate to specific issues, theories, agency services and/or related programs.

Assignments:

**WEEKLY JOURNAL (see Academic Calendar for due date)**
A weekly practicum and daily activity log will be given to the field coordinator each week. They are to be turned in at the outset of the Integrative Seminar class. The documents should be stapled together when given to the professor, with the activity log on top. The documents should be typed or printed on a computer. Each log not submitted will be deducted 5 points. Logs submitted between 24 & 48 hours after class has ended will be deducted 4 points. Logs submitted within 24 hours of the official class ending, will be deducted 3 points. Numerous typos will result in a 2-point deduction. Logs that are not stapled, or are stapled incorrectly, will be deducted 1 point. No points will be deducted for well typed, stapled logs. Students should maintain copies of all assignments/documents for their files. It must be typed.

**SINGLE SUBJECT DESIGN (see Academic Calendar for due date)**
Students will develop a single subject design to evaluate one aspect of the field practicum agency service. The evaluation should cover five consecutive weeks within the semester. Many agencies provide numerous services to their clients. The student may consult with the field instructor or task supervisor to identify which service one wishes to evaluate. The assignment should be neatly developed and include a written summary of the collected data. It must be typed.

**FIELD HOURS (see Academic Calendar for due date)**
Students will be given credit for actual clock hours completed within the agency. If the agency closes in observance of a holiday, the student will be awarded clock hours for that day. Each student must submit a monthly time sheet record to the field coordinator as documented proof of hours worked. The record must have the signature of the field instructor as verification of the hours worked. Records will not be accepted without the signature of the field instructor.

**FIELD/LEARNING CONTRACT (see Academic Calendar for due date)**
Contracts must be developed around a collaborative process between the student, task supervisor (if applicable), and field instructor. It should include a schedule of daily work hours and weekly supervision meeting time.

The document must also have the date and signatures of the student, field instructor, task supervisor (if applicable), and the faculty liaison. The contract is a written agreement that guides the educational and practicum process of the professional development of the student. During the course of the semester, the designated faculty liaison will conduct a site visit to assess the quality of the practicum experience. The learning contract will be used to assess what and how the student is progressing during the field experience. It must be typed.

**MIDTERM AND FINAL EVALUATIONS (see Academic Calendar for due date)**
The evaluations are designed to assess the students’ knowledge, skills and values as a developing professional social worker. An objective evaluative instrument is used to measure the students’ performance and progress. The field instructor who holds primary responsibility for implementing the evaluations of the student conducts the evaluations.

**STUDENT EVALUATION OF PLACEMENT (see Academic Calendar for due date)**
Each student will evaluate his or her field practicum activities. An evaluative instrument is given to the student.
The student to evaluate all aspects of the placement experience uses the instrument. The student will submit his/her evaluation to the field coordinator at the conclusion of the semester. It must be typed.

AGENCY/COMMUNITY PAPER (see Academic Calendar for due date)
In addition to presentation of facts from documents on the agency and the community, students should add an evaluative discussion of the context (agencies and community) in which social work practice takes place. Students are to evaluate the agency in which social work practice takes place and present facts from documents relevant to the agency and community.

Please follow the outline below for the development of your paper (no more than 8 typed pages). The paper should be typed according to APA publication style with proper citations and a reference page. It should have a cover page, and literature citation within the body of the paper. The literature should address the field of your practicum, such as child welfare, disabilities, homelessness, etc. Your literature should not be more than 10 years old. A copy of the actual hypothesis and results/findings from each article should be stapled at the end of your paper, behind the reference page. All articles must come from social work related sources. The reference page should contain a minimum of 4 journal articles. The paper should be stapled together (not paper clipped). Do not put it in a folder. Font size must be 12, in Times New Roman. Also, be sure to include an agency flow/organizational chart. If the agency does not have one, it is your responsibility to create one.

It is important to give credit to all external sources in the development of your paper. Failure to do so is an act of plagiarism. If you share a placement setting with another student and reproduce identical papers, you will receive a failing grade as this too is an act of plagiarism. There are serious consequences to academic dishonesty. The University policy stipulates plagiarism is an act of academic dishonesty and shall result in a zero for the assignment, an ‘F’ for the course, and expulsion from the University.

A. APA Title Page (No page header required for this page only and no ‘Running head’)

B. Agency
1. Name, purpose (function), history, geographical location/address, telephone
2. Funding of agency (federal, state, local, grants, donations, etc)
3. Personnel categories (director, assistant director, social workers, case managers, etc)
4. Personnel diversity (gender, race, ethnicity, age, etc.)
5. Description of services provided
6. Eligibility requirements to receive services
7. Referral process implemented by the agency
8. Role/task of the social work student

C. Community/County
1. Population, land area size
2. Main cities or towns
3. Sources of employment for the community/county
4. Current rate of unemployment
5. Pervasive social problems
6. Human service programs that interface with your agency; what services do they provide?
D. Evaluation of Community for Social Work Practice
   1. Social/Political Climate of support or lack of support experienced by the agency from the greater community or society
   2. Adequacy of services provided to the community
   3. Unmet needs of the community by social service programs.
   4. Additional social service providers needed to meet the needs of the community

E. Summarize the above information showing synergism relevant to the agency and community (how do they work together, do they complement one another?)

F. Reference Page (APA format)
   All sources of information should be listed here (i.e. web addresses; policy manuals; journal articles; pamphlets; etc.). All journal articles should come from social work related journals.

G. Citations
   Be sure to properly use citations in accordance with APA writing style. It is important to give credit to all sources throughout your paper. The general rule is one citation per paragraph unless the information reported is considered ‘common knowledge.’ If some source(s) of your information comes via an interview, give credit to that interviewee by documenting their name and date of the interview. Citations from non retrievable sources, such as interviews, should not be listed on the reference page but the text of the paper only.

IX. COURSE OUTLINE AND SCHEDULE

UNIT A. Orientation to the agency
   1. Goals, services, structure, history, funding, etc.
   2. Role and responsibilities of personnel
   3. Policy and procedures
   4. Professional values and ethics

UNIT B. Preparation for Service Delivery
   1. Generalist model of practices
   2. Intake procedures
   3. Referrals within agency
   4. Referrals outside agency
   5. Record keeping requirements

UNIT C. Community Resources
   1. Most often used resources
   2. Contact person
   3. Referral process
   4. Basic-service agencies in city
   5. Community structure and organization

UNIT D. Social Work Practice Skills and Processes
   Skills and process are packaged for convenience, not mutually exclusive to use with individuals, families, groups, and communities.

   1. Social Work Practice I: Skills and Activities:
      Advocacy   Communicating   Intake
The Americans with Disabilities-Act (ADA) of 1990 requires that the University make reasonable accommodations to persons with disabilities, as defined in the Act. Students who need assistance under the ADA guidelines should have the Learning Disabilities Education Center (LDEC) contact the professor by the second week of class to discuss considerations. The instructor will not be held responsible for providing accommodations to students without substantiated (documented) proof of a student’s learning disability. If documentation of a disability has been submitted to the department by the student or the LDEC, the student or LDEC should notify the professor as such documentation can be substantiated, and appropriate accommodations can be implemented.

X. RELATIONSHIP OF COURSE TO OTHER PARTS OF THE CURRICULUM
This undergraduate course is designated for Social Work majors. The course is theoretical in nature and is designed to expose students to concepts and principles related to social work practice in an agency-based setting with supervision. It provides the opportunity for students to become familiar with social work practice with professional guidance.
BIBLIOGRAPHY


SINGLE SUBJECT/CASE DESIGN PROJECT

Overview of the Assignment: Students will develop a single subject design to evaluate one aspect of the practicum agency service. The evaluation should cover five consecutive weeks within the semester. Many agencies provide numerous services to their clients. The student may consult with the field instructor or task supervisor to identify which services one wishes to evaluate. The assignment should be neatly developed and include a written summary of the collected data. It must be typed and have an APA cover page.

Step 1:

Identify the Problem Behavior in Behavioral terms

Step 2:

Identify the single subject/system design you are using to plot and measure behavior and behavior changes (see example of evaluation design attached). Plot behavior across a period of time starting with the baseline data.

Step 3:

At the end of the 5 week period designated in your assignment (days, weeks, months, etc) assess whether the client/program exhibits the desired behavior change, and then write the outcome.

Note:

The overview of this assignment requires an evaluation be done from a programmatic perspective; however, if a student has been assigned to work with a client for a period covering several weeks, the evaluation may be done on a specific client.
COURSE PLAN
(Social Work Majors Only)

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Title:</th>
<th>Semester/Year:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4522-302</td>
<td>INTEGRATIVE FIELD SEMINAR</td>
<td>Fall, 2006</td>
<td>03</td>
</tr>
</tbody>
</table>

Prerequisites: ALL Liberal Arts courses in the SOW Curriculum
Co requisites: SOW 4510
Instructor: W. F. Jackson, MSW

Office Number: Suite 300
Office Hours: TBA
Telephone: 599-8852
Class Location: Rm. 322, Banneker Building -B
E-mail: wanda.jackson@famu.edu

Required Textbook(s):

I. COURSE DESCRIPTION
A weekly seminar, accompanying SOW 4510, Field Experience offered to facilitate discussion of prior learning (social work curriculum) with agency practice in field placement.

II. COURSE OVERVIEW
This course utilizes components of the core curriculum to enhance student learning by combining knowledge, values, and skills gained in the classroom with those acquired in the field. The field site is expected to provide students with opportunities to further develop their knowledge and value base, and cultivate practice skills.

III. COURSE RATIONALE RELATIVE TO PROGRAM MISSION, GOALS AND OBJECTIVES
The course seeks to engage students in discussions reflecting the history, knowledge, values, ethics, and skills of the profession. This is achieved by providing study and practice of generalist skills in the general method of social work practice. This will result in students being able to project confident presentations of self, including accessibility and resourcefulness, and continuous self-assessment.

Program Goal:
1. To provide orientation to the methods of social research and the tools and procedures used in measurement of social behavior, and social work practice. (Goal 6)

Program Objectives:
1. Ability to communicate (orally and in writing) and the use of critical inquiry for scholarly research. (Objective 13)
2. Students will demonstrate an understanding of research processes and ability to utilize the research of others. (Objective 14)
3. Students will have the capacity to formulate a simple research study. (Objective 15)
4. Students will demonstrate the ability to evaluate practice. (Objective 16)
IV. COURSE OBJECTIVES
In a climate of acceptance and continuous learning, students are reviewed for their abilities to function within an acceptable range of competency. This course will address the following knowledge, values, and skills objectives:

A. Knowledge Objectives:
   By the end of this course students are expected to:
   
   1. Demonstrate knowledge of the liberal arts perspective, including human biology, society, and culture, history, political science, economics, and analytical sciences.
      
      Ability to communicate (orally and in writing) and use of critical inquiry for scholarly research.
   2. Demonstrate knowledge of social policy development; determination of impact of various forces on political/legislative support for social issues; knowledge of governmental systems of social services; capacity of using the political system in support of appropriate social issues.
   3. Demonstrate proficiency in group and community organization based on knowledge of systems theory and behavior.

B. Values Objectives:
   By the end of the course students will be able to:
   
   1. Establish membership in at least one professional organization, establish professional goals.
   2. Demonstrate application of ethics and values in case discussions and the conduct of agency services.
   3. Evaluate awareness of self-in practice acknowledging both barriers expected by minority group members, active promotion of social justice.

C. Skills Objectives:
   By the end of the course students are expected to:
   
   1. Demonstrate the ability to cite and apply significant theories explaining human behavior, person-in-environment, personality development, human diversity, and social dysfunction, emotional and behavioral disorders.
   2. Cognizance of research process and ability to use the research of others; capacity to formulate a simple research study; familiarity with characteristics of populations-at risk.
   3. Cognitive understanding of generalist practice skills; confidential presentation of self—including accessibility and resourcefulness; confidential presentation of self—including accessibility and resourcefulness; continuous self-assessment.

These objectives will be measured by student discussion in seminar sessions, class presentations, comments on other student presentations, post-test on standardized performance, and an exit interview.
V. EXPECTED EDUCATIONAL OUTCOMES
1. Demonstrate ability to communicate orally by presenting field cases in a classroom setting.
2. Demonstrate ability to process and utilize research by developing a single system analysis as part of an actual case.
3. Demonstrate cognitive understanding of generalist practice by participating in a post-test evaluation.
4. Demonstrate knowledge of human behavior, personality development, social dysfunction and family systems by writing and verbally presenting a client’s social history.
5. Demonstrate membership in a professional social work organization by submitting proof of the liability insurance coverage from that association.
6. Demonstrating awareness of self-in practice acknowledge both strengths and needs by participating in all activities outlined in the learning contract by specified target dates.

VI. EVALUATION OF COURSE OUTCOMES

Evaluation is an ongoing process involving the field instructor and the student. Students are evaluated on their ability to meet the course objectives, as well as those identified in the individualized learning contract.

Students are evaluated twice each semester. At mid-semester, the field coordinator or faculty liaison, and field instructor meet to identify a student’s strengths as well as limitations. Any problem(s) encountered at this time is (are) reviewed with the student, field instructor, faculty liaison and/or field coordinator. A plan of correction will be developed and monitored by the field instructor, faculty liaison, and BSW field Coordinator. A protocol for problem solving is implemented if resolution of the problem is not resolved at the field coordinator’s level.

A final evaluation is completed at the end of the semester by the field instructor and shared with the student within a supervisor context. The field instructor recommends a final grade to the BSW Field Coordinator. As the instructor of record, the Field Coordinator assigns the final grade. Students will be given handouts for each assignment with the course syllabus.

Letter grades are used to indicate levels of performance in the field education process. The following letter grades are used:

A = Excellent (4.00)  B = Good (3.00)  C = Fair (2.00)  D = Poor (1.00)  F = Failure (.0)

Assignments
A comprehensive psychosocial and process recording of service delivery to a client will be performed during the placement period. Each student will ‘staff” one case in the classroom about his or her psychosocial evaluation. The student must consult with the field instructor to seek assistance with establishing and identifying a suitable client candidate for this assignment. Client confidentiality must be respected. No identifying information should be documented in the development of this assignment. All assignments should be in font style of New Times Roman, point 12.

Practicum/Activity logs are also required for the purposes of documenting the day-to-day task students perform to cultivate their skills.
Issues of ethical dilemmas, social and economic justice, supervisory process and practice concerns are some of the many topics addressed in this weekly assignment. Outline for all these assignments will be given and discussed in class. Refer to the course outline or academic calendar for due dates. Logs should be typed.

Active student participation is expected. Activities for participation include; attending class regularly and on time, abstaining from side conversations while colleagues are speaking, refraining from passing notes, providing constructive feedback and comments that contribute to the issues discussed, maintaining confidentiality on sensitive issues that might arise in the classroom setting, refraining from passing notes and any behavior deemed disruptive to the instructor or other students. Your attentiveness is important to the seminar process. Cell phones, pagers and the like should not be used during class time or in the classroom. Use of these items will result in a ten (10) point deduction from a student’s participation grade for each use offense and the matter will be reported to the BSW program director as this is a violation of University policy. If a student becomes ill during the class, please excuse yourself from the classroom and seek appropriate medical attention. If a student is observed with his/her head on their desk, the instructor will assume the student is inattentive and will be deducted (5) points for participation and asked to excuse themselves from class.

Every effort should be made to arrive to class on time. Each time a student is late to class; five (5) points will be deducted from attendance. Each time a student arrives to class after the roll is called and fails to notify the instructor, he/she will be deducted ten (10) points. Any deviation from attendance will result in a loss of points.

All assignments are due at the beginning of class immediately following roll call. Assignments submitted after the instructor has taken up papers but before class ends will be deducted five (5) points. All assignments must be neatly typed. Late assignments will be deducted (10) points per day. A late assignment is any assignment submitted after the class has been dismissed. All assignments should be neat and scholarly.

If a student will not be attending class on the date an assignment is due, he/she must make prior arrangements to submit the assignment to the instructor.

Student grades will be based on the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Score%</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Recording</td>
<td>20 percent</td>
<td>October 25,</td>
</tr>
<tr>
<td>Psychosocial Evaluation</td>
<td>20 percent</td>
<td>November 22,</td>
</tr>
<tr>
<td>Weekly Practicum &amp; Daily Activity logs</td>
<td>20 percent</td>
<td>Every Wednesday</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>20 percent</td>
<td>On Going</td>
</tr>
<tr>
<td>Purchase &amp; Read Textbook</td>
<td>20 percent</td>
<td>On Going</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 percent</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale

100-90 = A  
89-80 = B  
79-70 = C  
69-60 = D  
59-below = F

VII.  COURSE METHODS

The seminar course is conducted as a workshop for semi-professionals (students in field education). Students may attend other professional activities as a group, provided the times do not interfere with the hours for Field Experience.
Students will “staff” one case each, demonstrating their capacity for developing a comprehensive psychosocial evaluation, and statement of the client’s problem (s). Client confidentiality will be strictly enforced during this process.

The following list identifies some of the typical methods that will be employed in each methodological category:

Cognitive Methods
1. Learn ethical standards of social work and their relationship to professional development.
2. Demonstrate the ability to communicate (orally and in writing), and use critical inquiry for scholarly research, in case presentations.

Affective Methods
1. Discuss and apply significant theories that explain human diversity, social dysfunction, emotional and behavior disorders, as these conditions affect client populations.
2. Engage in self-evaluations in practice acknowledging both strengths and limitations.

Experiential Methods
1. Demonstrate social work values and ethic by identifying ethical issues and conflicts in practice class simulations.
2. Demonstrate assessment, engagement and termination skills in role-plays.

VIII. REQUIRED READINGS

Readings will be recommended to students by field instructors and the Field Coordinator that relate specific issues, theories, agency services and/or other related programs.

IX. COURSE OUTLINE AND SCHEDULE (Information in course outline is subject to change. Students will be notified if a change does occur.)
Note***Activity and Weekly logs are due each Wednesday

8/28/06 First day of Field Practicum
Week 1

9/06/06 Discussion of Field Practicum
Week 2 Overview of Course

9/13/06 Learning Contract due (This should be a collaborative process between the student and field instructor. All parties should retain a copy for their files)
Week 3 Discussion of Field Practicum

9/20/06 Discussion of Field Practicum
Week 4
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/27/06</td>
<td>Student-led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>10/4/06</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>Week 6</td>
<td>Agency/Community Paper due (oral presentation)</td>
</tr>
<tr>
<td></td>
<td>Time Sheet due for August and September (get field instructor’s signature)</td>
</tr>
<tr>
<td>10/11/06</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>Week 7</td>
<td>Student-led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td>10/18/06</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>Week 8</td>
<td>Midterm Evaluation is due (Student, field instructor and task supervisor – if applicable, should collaborate on this evaluation)</td>
</tr>
<tr>
<td></td>
<td>Student –led group facilitation (Discussion form chapter in textbook)</td>
</tr>
<tr>
<td>10/25/06</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>Week 9</td>
<td>Student-led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td></td>
<td>Process Recording due</td>
</tr>
<tr>
<td>11/1/06</td>
<td>Time Sheet due for month of October (Get field instructor’s signature)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Student led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td></td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>11/8/06</td>
<td>Single Case/Single Subject Design due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Student-led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td></td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>11/15/06</td>
<td>Student-led group facilitation (Discussion from chapter in textbook)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discussion of Field Practicum</td>
</tr>
<tr>
<td>11/22/06</td>
<td>Psychosocial Evaluation Paper and Case Presentation due</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
</tr>
<tr>
<td>11/23-24</td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>11/29</td>
<td>Posttest and Exit Inventory</td>
</tr>
<tr>
<td>Week 14</td>
<td>Submit Supervisory Requisition form to students for field instructors (field coordinator)</td>
</tr>
<tr>
<td>12/6</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>Week 15</td>
<td>Exit Interviews</td>
</tr>
<tr>
<td>12/8/06</td>
<td>Last Day of Field Practicum</td>
</tr>
<tr>
<td></td>
<td>Time Sheets due for November &amp; December</td>
</tr>
</tbody>
</table>
12/8/06  Return Supervisory Requisition forms to Prof. Jackson from the Field Instructor
Final Evaluation due (student, task supervisor, and field instructor should collaborate)
Student Evaluation of Field Placement form due from field instructor

12/15/06  **Commencement**
Week 16

12/18/06  Grades due in Registrar’s Office (Noon)
Week 17
** Graduating Senior Luncheon (Location & Time TBA) **

The Americans with Disabilities Act of 1990 requires that the University make reasonable accommodations to persons with disabilities, as defined in the Act. Students who need assistance under the ADA guidelines should have the Learning Disabilities Education Center (LDEC) notify the professor before the first week of class to discuss such considerations. The instructor will not be held responsible for providing reasonable accommodations to students without substantiated (documented) proof of a student’s learning disability. If the student or the LDEC has submitted documentation of a disability to the Department, the student or LDEC should notify the professor as such documentation can be substantiated, and appropriate accommodations can be immediately implemented.

X. RELATIONSHIP OF COURSE TO OTHER PARTS OF THE CURRICULUM
This course integrates all components of the Social Work curriculum into one comprehensive course. The issues, which affect diverse populations and economically disadvantaged groups, as discussed in Introduction to Social Work and all Practice courses are most relevant. Interviewing and Recording provides students with the needed foundation to engage and assess client’s problems. Research methods and Research Measurements introduce students to a variety of methods of evaluating the effects of one’s intervention. Students have the opportunity to meet and discuss policy and practice issues, thereby receiving feedback on the application of theory and classroom instruction to direct practice work in the field.
PSYCHOSOCIAL EVALUATION OUTLINE  
(Integrative Field Seminar)

I. Identifying Information – Client name (use an alias), age, ethnic-racial group, gender, objective physical description, and source of referral. Every effort should be made to protect the true identity of the client in this document.

II. Presenting Problem – State in objective terms what the client stated as the presenting problem. Specifically, what is the problem, when did the problem first occur (when did the client realize he/she had a problem), how did the problem develop (how long has the problem existed) and who does the client see as being affected by or cause of the problem.

III. Biopsychosocial Data – Include relevant information regarding socioeconomic, psychological, interpersonal (family members age and gender), physical (medical health) and other environmental factors. Be sure to include information on income, finances (how is the client managing the income), employment history, religion and faith history, educational background (schools attended, degrees or certificates received), housing (apartment, single family home, mobile home, government subsidized housing, etc.), and type of transportation utilized by client system. Include an Eco-Map or Genogram with your assignment. The Eco-Map or Genogram must be computer generated or neatly drawn to represent a scholarly reproduction of the client system (no pencil, crayon or magic marker drawings).

IV. Assessment – Describe your assessment of the situation in the form of needs and strengths. Needs include: interpersonal conflict, dissatisfaction in social relationships, difficulties in role, problems with formal organizations (such as social service programs and schools systems, to name a couple), difficulties in role performance, problems of social transition, psychological and behavioral problems, inadequate resource (such as money, food, health care, transportation, etc.), problems in decision making, cultural conflicts, and prioritizing problems. Strengths include: family and friend relationships, education and employment background, problem solving and decision making skills, personal qualities and characteristics, physical and financial resources, attitude and perspectives (such as spiritual beliefs, motivation and philosophy), and miscellaneous strengths (such as talents, skills, and interest).

V. Planning – Discuss both your and the client’s short and long term goals for the client. Be sure to identify what kind of problems you will be working on, who is responsible for what task to resolve the problem, and when each task should be accomplished or implemented. Be sure to prioritize your plans in order of importance to the client. Discuss whether these plans have been clarified with the client and the clients’ response. Discuss the pros and cons of the plan. Develop a contract (see page 198 of Understanding Generalist Practice textbook).

VI. Implementation/Intervention – Describe your rationale for choosing or not choosing each of the 4 areas of intervention, such as: direct (one on one intervention between the social worker and the client), indirect (groups), teamwork (interdisciplinary/ other professional disciplines) and referral (services provided by another individual or agency). Actual agencies/programs from the Tallahassee area must be listed among your interventions with a description of the services they provide. If one was not used, discuss why it was inappropriate for this case.

VII. Evaluation – Discuss what you think was helpful in your activity. What did you learn about working with others in a planned change process? (Please be specific in your discussion).
Title of Assignment

Jane A. Doe

Florida Agricultural and Mechanical University

SOW 4510-001

May 25, 2009

W. F. Jackson, MSW, Instructor

IMPORTANT NOTE: **All assignments must be typed using Times New Roman in size 12 font and double spaced. Do not bold print.
WHAT IS PROCESS RECORDING?

Process recording is a detailed narration of what happened during a social worker’s contact with a client. Historically it has been used to monitor service delivery and assist in the development of practice theory. Field instructor and faculty field liaisons sometimes require student interns to do a process recording so they can examine the dynamics of the client-student interaction. It is an excellent teaching device for learning and refining interviewing and intervention/implementation skills. Process recording can help the student to conceptualize and clarify the purpose of the interview or intervention, to improve written expression. Although they are often exercise, process recordings can also involve audio videotaping, and live observation.

Important tips to writing a good process recording include:

1. The time lag between the actual interview and writing up the process recording should be as short as possible. Since the process recording demands that you describe everything that takes place in the interview, you are likely to forget material with passage of time.

2. Whenever possible try to do the process recording in conjunction with audio or videotaping. This will help you to identify significant omission and to remember things that you might otherwise have forgotten. (Remember to obtain both the client’s permission and be sure that the taping will not unduly inhibit the client or negatively affect the session.)

3. Keep in mind that the purpose of process recordings is to help you learn how to be a sensitive and effective practitioner. If you severely edit portions of the interview instead of following it to be verbatim, you may be depriving yourself of beneficial feedback.

4. Select the most challenging cases for process recording. Because recording is a very time-consuming activity, it is likely that you will be required to do this type of recording on only a few cases. Choose a case that has the greatest potential for learning.

5. Take pains to ensure that your process recording does not jeopardize the client’s confidentiality. Use a fictitious name for the client or perhaps only the first letter (Mr. C.). Keep the written records in a secure place. Remember that a process recording is a teaching device only. It should never become a part of the formal record of the agency.

The process recording should follow the order listed below:

1. Purpose
2. A paragraph or paragraphs regarding observations about the client’s physical and emotional status
3. Description of the interview in paragraph(s) form
4. Actual dialogue of the interview
5. A paragraph stating your impression of the client (but based on fact)
6. Reflection on the kinds of interviewing skills and techniques used in paragraph(s) form
7. A plan for future contact and activity (if there is no plan for future activity, please note that information with an explanation)

Students should be sure to include an APA title page with this assignment.

A sample process recording dialogue is attached for your viewing:
~SAMPLE PROCESS RECORDING DIALOGUE~

<table>
<thead>
<tr>
<th>Student &amp; Client Dialogue</th>
<th>Student Feelings &amp; Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong>: Good morning, Melissa. How are you today?</td>
<td></td>
</tr>
<tr>
<td><strong>Melissa</strong>: No response</td>
<td></td>
</tr>
<tr>
<td><strong>Student</strong>: Did you have breakfast yet?</td>
<td>Trying to find a question she would have to answer</td>
</tr>
<tr>
<td><strong>Student</strong>: Let me guess what you had. Was it a big ol’ baked potato? Okay, Then was it one corn flake and a whole bowl of raisins. No? Then what was it?</td>
<td>Trying to find a question she would have to answer</td>
</tr>
<tr>
<td><strong>Melissa</strong>: Scrambled eggs and toast. (Smiles)</td>
<td>Trying to find a question she would have to answer</td>
</tr>
<tr>
<td><strong>Student</strong>: Did you gobble them up?</td>
<td>More humor because she had smiled back to me</td>
</tr>
<tr>
<td><strong>Melissa</strong>: (Nods her head affirmatively)</td>
<td>More humor because she had smiled back to me</td>
</tr>
<tr>
<td><strong>Student</strong>: Good, do you want anything else?</td>
<td>Thought I’d open things up to see what Melissa wanted to talk about?</td>
</tr>
<tr>
<td><strong>Melissa</strong>: Where’s my mama?</td>
<td>A break-through!</td>
</tr>
<tr>
<td><strong>Student</strong>: Well, after the wreck they took her to another hospital. Do you remember last night?</td>
<td>I wanted to give Melissa opportunity to ventilate about the wreck.</td>
</tr>
<tr>
<td><strong>Melissa</strong>: Nods with down cast eyes</td>
<td>I wanted to give Melissa opportunity to ventilate about the wreck.</td>
</tr>
<tr>
<td><strong>Student</strong>: Wrecks can be pretty scary. Can’t they? Do you want to talk about the wreck you were in?</td>
<td>This is another opportunity for ventilation.</td>
</tr>
<tr>
<td><strong>Melissa</strong>: (Shakes her head) “no”</td>
<td>This is another opportunity for ventilation.</td>
</tr>
<tr>
<td></td>
<td>Since she does not want to talk, I thought she might be reassured by seeing other children. It also gives her occasion to raise question about medical procedures or how other children are getting along with their injuries.</td>
</tr>
</tbody>
</table>
Student: Okay. Maybe later, if you want.
Say, I know. ‘Want to go for a wheel-
chair ride? This floor of the hospital
Has a whole bunch of children and you
know what? Some of them have IV
fluids dripping into their arms just
like you! We might even find another
little girl with a broken leg. Want to see
if we can find one?
THE FIELD PRACTICUM PROCESS

PRE-PLACEMENT

Pre-Placement Application Checklist with Advisor
* Receive and Complete Field Application Packet
* Receive Letter of Approval for Placement from Program Director
* Attend Pre-Placement Field Meeting
* Interview with BSW Field Coordinator
* Selection of Potential Practicum Site(s)
* Referral for Interview with Practicum Agency Field Instructor
* Confirmation of Acceptance by Agency Field Instructor
* Submission of Application for Graduation
* Field Placement Orientation Meeting

FIELD PRACTICUM PLACEMENT

Development of Learning Contract
* Attend Weekly Integrative Field Seminar Class
* Participate in Weekly Supervision Meetings with Field Instructor
* Engage in Task Outlined in the Learning Contract
* Field/Site Visit by Assigned Faculty Liaison
* Midterm Evaluation of Student Performance
* Field/Site Visit by Assigned Faculty Liaison (if warranted)
* Final Evaluation of Student Performance
* Student Evaluation of Field Placement
* Field Instructors’ Evaluation of the BSW Field Practicum
* Exit Interview
* Graduation
BSW Field Education
Policy and Procedures
BSW FIELD EDUCATION PLACEMENT PROCEDURES

Requirements for Entry into Field Practicum

The Bachelor of Social Work Program is responsible for determining student’s eligibility for field placement and assignments at identified agencies. Factors taken into consideration for assignments and agency placement include, but are not limited to:

- interest and future career goals
- volunteer and work experience in social service agencies
- specific educational needs
- student’s ability to function in particular agencies
- agency’s ability to meet student’s specific needs

Students are eligible for field courses upon successful completion of the following activities:

- Completion of the Pre-Placement Checklist with the Academic Advisor one semester prior to entering field
- Completion of the foreign language requirement (two years of high school or two semesters of college foreign language, 8-10 credit hours)
- Minimum cumulative average of 2.5 in social work courses and 2.0 in general education courses
- Completion of all prerequisites for the field course(s). Completion of all required course work for the social work major except SOW 4522 Integrative Seminar, which is offered concurrent with field placement, SOW 4510 Field Experience
- Proof of membership in a professional social work organization that offers liability insurance such as the North American Association of Christians in Social Work (NACSW), National Association of Social Workers (NASW), etc.
- Proof of professional social work liability insurance
- Pass all parts of the CLAST or has applied for and received exemption based on GPA with documented proof
- Meet the requirement of a clear record for the Volunteer & Employee Criminal History System (VECHS) Level II background check. Check is done by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI)-Please note that criminal (Expunged and Sealed) records are open to evaluation pursuant to the National Child Protection Act of 1993, as amended, and section 943.0542, Florida Statutes.
- Attend the mandatory BSW Student Pre-Placement Meeting
- Attend the mandatory BSW Student Filed Orientation

After completion of the field prerequisites students are eligible to apply for field placement as the final phase of the curriculum.

Please Note: If a student has been charged with or arrested for a crime during their tenure in the program, they must notify the program director and field coordinator immediately. The BSW Office of Field Education cannot guarantee a practicum site for a student with a criminal history. Also, professional liability insurance, due to liability restrictions, cannot guarantee coverage to one with a criminal history. If one cannot obtain coverage, one cannot enter field. A degree cannot be awarded to a student that cannot enter the field practicum. Due to these restrictions, it may be in the best interest of the student to seek another discipline outside the realm of social work.
Pre-Field Application Check List
Notices are posted throughout the Department advising students to meet with their academic advisors to complete the Pre-Field Application Check List. The notices are posted approximately two (2) to three (3) weeks before the end of each the semester. All check lists are completed during the second (2nd) week of classes of the preceding semester. The purpose of the list is to ensure that all criteria for entering field have been satisfied. Once the check lists are approved and signed by the advisor and student, the form is submitted by the student to the Field Coordinator with a $5.00 lab fee. The Field Coordinator then distributes the Field Application Packets. Students planning to be away from campus (summer sessions) must complete the check list and application for fall semester field placement during the previous spring semester. It is the student’s responsibility to make the advisor aware of their intentions. Also, if a student is enrolled in the Title IV-E Education Program, it is their responsibility to notify their academic advisor during this process, due to specialized coursework that must be completed as a requirement of the program. If a student fails to comply, he/she will delay the placement process for one (1) semester. If the academic advisor concludes that the student has not met the criteria, the student is advised of the deficit(s) and given instruction on corrective action. If the deficits cannot be met by the end of the pre-field check list phase, the student is then advised to reapply the next semester. As previously stated, application packets will only be given to students whom have met the criteria for entering the field practicum.

Application Packet
Notices are posted throughout the Department informing students of the deadline period by which all completed application packets must be submitted to the BSW Office of Field Education. The notices are posted the second (2nd) week of each semester. All complete packets are due the end of the third (3rd) week of the semester. The application packet for field experience must be completed in duplicate. This includes two applications, two professional statements, two resumes, and two passport or wallet size photos of student dressed in professional business attire. The packet also contains an application for professional liability insurance and a request for proof of membership in a professional social work organization that must be submitted with the application packet. It is the responsibility of the student to apply for the liability insurance and submit a copy of proof of coverage to the field coordinator, when it is received.

Criminal History Systems Check
Field Applicants must complete a Volunteer and Employee Criminal History System (VECHS) form called the VECHS Waiver Agreement and Statement for criminal history review and consent to a fingerprint check. In accordance with Florida Statute 943.0542, it will be necessary for all students to have a current background check on file with the Department of Social Work, prior to approval for field practicum. Florida laws restrict access to children, the elderly and disabled clients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statutes). These restrictions are imposed by law on social service agencies and health care facilities, which in turn require students to comply with the same restrictions, as do their volunteers and employees. Both documents can be obtained in the BSW Field Education Office when the student submits the completed field application packets to the Field Coordinator. The VECHS form must be completed and returned to the Field Coordinator where it is kept in a secure location, in keeping with Florida law. A copy of the form is given to the student along with a fingerprint card. Both documents are taken by the student to the Florida Department of Law Enforcement along with a $36.00 processing fee. The criminal history check is performed by the Florida Department of Law Enforcement
(FDLE) in conjunction with the Federal Bureau of Investigation (FBI). Once a student completes the practicum, in accordance with state law, the criminal record is destroyed.

Any questions regarding the background check or directions on how to get to FDLE can be answered by calling (850) 410-8324. It can take three (3) to six (6) weeks from the time the fingerprint cards are done before a report is complete so it is important to address this task as soon as possible. All agencies conduct their own criminal record background checks, usually at no cost to the student; however, it is the policy of this program that all checks are done within the Department before students are approved for placement. **If the agency denies a student admission and/or access to clients in the agency based on adverse information from the criminal record background check, the student’s enrollment in the Department of Social Work will be terminated as all students must complete a field practicum. All students whom enter the program must successfully complete the field practicum in order to obtain a degree in social work (CSWE Educational Policy 4.7). There are no exceptions to this policy. It would therefore be in the best interest of the student to seek another major elsewhere.**

If a criminal history record is ‘sealed’, then agencies not specified in the statutes are not given the sealed information. Information is however returned to those agencies authorized by provisions in s. 943.059 and sealed information can legally be reviewed by those agencies.

Should a criminal history record be ‘expunged’, then agencies not specified in the statutes are not given the expunged notification. However, a notification that a record has been expunged is provided to agencies consistent with provisions in s. 943.0585 granting agencies notice that a record is expunged.

Absolute honesty is essential for all applicants and current enrollees in the social work program. Falsification of any information through omission or misrepresentation of facts on any application (BSW Admission Application or Field Application), may lead to expulsion of the student from the social work program.

**Pre-Placement Meeting**

All students whom have been cleared for field will receive a letter from the Field Coordinator and BSW Program Director and/or the Chair stating they have been approved to enter the field practicum phase of the curriculum. Students are also notified that their attendance is required at the Pre-Placement Meeting. This notification may be included in the letter, by telephone and/or posted flyers throughout the Department. There are several purposes for this meeting, including: distributing a list of approved agencies for students to consider for placement; reviewing tips for professional interviews; scheduling interviews with the field coordinator, discussion of the field placement process including required field practicum hours and financial planning. Reference materials on all programs are available in the Field Office to assist students in making appropriate choices that are acceptable by the University and the BSW Field Program. During this meeting, students will schedule an interview with the Field Coordinator for the following week. Under no circumstances should a student contact an agency in an attempt to arrange their own placement. This is the sole responsibility of the Field Coordinator.

**Interview with Field Coordinator**

The interview is intended to cultivate professional development by preparing students for their actual agency interviews. All students are required to dress in professional business attire. During the interview, field applicants are asked questions relating to the social work
curriculum, ethics, and personal and professional goals. Feedback is given to the student at the end of the interview. Information is also discussed regarding the various fields of practice and agencies the student would like to work in, based on information in the field application. Once a field of interest is identified, the Field Coordinator initiates contact with the practicum site for consideration of placement. The referral is based on several factors beyond a student’s interest. These factors include: availability of a slot for placement, student’s desire to work with a particular population, skill level of the student, availability of a field instructor within the agency, disposition of both student and potential field instructor, specific educational needs, and the student’s ability to function in a particular setting. Background information is shared about the student with the Field Instructor during the referral. If the agency is agreeable, the telephone number and name of the Field Instructor will be given to the student for an interview. The student will be responsible for scheduling the agency interview. This is done for two (2) reasons; first, it promotes professional development for the student and second, it becomes less problematic to the process when the Field Instructor/agency representative, and student schedule an interview together as it can be difficult for the Field Coordinator to manage two independent schedules for the interview.

Agency Interview
Students will interview with the prospective Field Instructor or agency representative during the four (4) weeks period set aside for interviews. However, it is in the best interest of the student to secure a placement as soon as possible. Concurrently, in the event a student is experiencing difficulty determining a practicum site, this gives the student ample time to interview with more than one agency. The interview process should be comparable to that of a new employee. Questions should be asked about the student’s goals, strengths, needs and interest. It is also important to discuss the role of the social worker and the student within the agency. This serves to ensure that the student has a clear understanding about the Field Instructor’s expectations and their goodness of fit with the organization. It is also important for the student to ask questions to ensure a goodness of fit with the program and the clients it serves. When an affirmative agreement for placement is reached between the student, Field Instructor and Field Coordinator a document called the Field Confirmation Agreement form is given to the student by the Field Coordinator. The student takes the form to the agency and submits it to the Field Instructor for their signature. It must also be signed by the student. Once signed, the student returns the document to the Field Coordinator. The Field Coordinator signs the document and enters it into the student’s field file. Students must wear professional business attire to the interview and submit their resume to the interviewee as with any professional interview.

Learning assignments must allow students to gain experience in a micro, mezzo and macro practice. In general, the learning assignments are made to enable students to increase their knowledge base and apply what she/he has learned in the classroom environment. Generalist practice social work is strongly encouraged by the Program.

Registration for Field Practicum
Only students who have received the letter of approval for field placement should register for Field Experience in Social Work (SOW 4510-601) at 12 credit hours and Integrative Field Seminar (SOW 4522-301) at 3 credit hours. Students may not register for the courses if they have “HOLDS” (i.e., funds owed to student account, parking fines, library fines, etc.) until fines have been paid. It is important to keep a copy of all receipts so as to avoid any financial discrepancies that might occur for the student record.
Students who are employed with the State of Florida may receive State Waivers to pay for course registration. Students paying for their field practicum courses with State Waivers should mail a copy of the waiver, a copy of their print-out and a copy of any charges not covered by the waiver to:

Office of Student Accounts  
Florida A&M University  
Tallahassee, Florida 32307

Any student returning to the University after two (2) semesters away will need to reapply for admission to the University and notify the BSW Program Director prior to registration.

**Field Orientation Meeting for Students**  
Students are required to attend the BSW Students Field Orientation Meeting prior to the field practicum experience. It is a three to four hour meeting. The meeting is held at the end of the semester during the week of final examinations. The date, time and location of this meeting are printed in the agenda of the Pre-Placement Meeting and are posted on flyers throughout the Department. Failure to attend will result in forfeiture of practicum for one semester. Therefore, it is important that students be present and on time. The BSW Field Coordinator will preside over the meeting. The purpose of this meeting is to prepare the student for the actual practicum experience. A variety of issues are addressed; such as, information regarding administrative policies and procedures, distribution and review of an Academic Calendar, review of the Learning Contract, process of orientation into the agency, role of the student in the practicum setting, assignment of faculty liaison to student and field practicum hours. Several documents are also completed during this meeting, including the application for graduation. Students will also have an opportunity to share information with their peers regarding their assigned practicum agency. The Field Manual is also distributed; however, when the manual is under revision, a comprehensive field packet is distributed in lieu of the manual. The course syllabus for Field Experience (SOW 4522) and Integrative Seminar (SOW 4510) is given to students during their first class meeting in the Integrative Seminar class. Many agencies provide an orientation program to new practicum students during the first week of the semester, therefore, the first Integrative Field Seminar class meeting will be held during the second week of each semester.

**Field Orientation Meeting for New Field Instructors**  
Agency based Field Instructors are invited to attend the BSW Field Instructors Orientation Meeting prior to the field practicum experience. It is a three hour meeting. The invitation is extended by telephone call and letter. This meeting is intended for new field instructors and attendance is required. It is held prior at the start of the actual placement semester. The BSW Field Coordinator presides over the meeting. The purpose of the meeting is to prepare new field instructors for the practicum experience from the perspective of the BSW Program at Florida A&M University. It introduces the curriculum taught by the program; its goal, mission, policies and procedures are discussed. Expectations are also shared surrounding development of the learning contract, role of the student, role field instructor and role of the agency. The process for administering the midterm and final evaluations are addressed. The importance of meeting with the student weekly for the field instructor’s supervisory conference and documentation of the meetings is also discussed. An Academic Calendar is distributed for review. It contains important due dates that field instructors are urged to follow. In addition, student course assignments and field practicum hours are discussed. The session is open for questions from Field Instructors seeking clarity on any issue relating to the practicum. Ultimately, establishing support among Field Instructors and partnerships between the practicum sites and BSW Program. The
Field Manual is also distributed; however, when the manual is under revision, a comprehensive field packet will be distributed in lieu of the manual.

Field Practicum Hours

Full time, block placement students must complete 40 hours per week or 540 hours over one semester. This is required of students entering field during the fall or spring semesters. A block placement student who enters field during the summer must complete 40 hours per week or 420 hours over the semester. Part-time placement students must complete 20 hours per week or 540 hours over two consecutive semesters. This is required of students entering field during the fall or spring semesters. A part-time student who enters placement during the summer must complete 20 hours per week or 420 hours over two semesters. The requirements are based on week differentials between the summer semesters with 420 hours verses the fall/spring semesters with 540 hours. These semester differentials are established by the University. All part-time students will receive a grade of incomplete (I) at the end of the first semester. The final grade will be issued at the end of the second semester.

Agencies may not require students to work prior to or beyond the enrollment period in Field Experience and Integrative Seminar courses. Only the University as a part of the State University System can establish when the semester begins and ends. However, it is acknowledged that circumstances may arise that require the student to start or end a practicum beyond the semester (for example, an agency may offer a training session that would be necessary toward the practicum, but it is only offered at time outside of the approved placement period). When such instances arise, a written request must be submitted by the agency to the Field Coordinator. The request is reviewed with the Program Director with input from the student. If approved, the agency is notified and the request is entered into the student’s field file. Following an approval, any hours accrued will count toward the total hours required for field experience.

Reporting to the Agency

Students must report to the agency on the first day of classes in accordance with the work schedule established by the Field Instructor. The agency’s work schedule must be maintained by the student until the Filed Experience hours have been fulfilled and the semester period ends. It is the student’s responsibility to notify the Field Instructor of absences, delays in reporting to the site, and any emergency that prohibits fulfilling the field experience requirements. The general reporting time for agencies is 8:00A.M. If the agency hours are earlier or later, however, the student is expected to comply.

Orientation to the Agency

The agency is expected to make provisions for students to be orientated to the field practicum setting at the beginning of the placement. Orientation should be comparable to that of new employees. This is a primary mechanism to ensure that students understand and are able to function within the expectations of the field agency. The student is to gain basic familiarity with the agency prior to assuming assignment responsibilities. Orientation should include but not be limited to reviewing the following:

- history, philosophy, and goals of the agency
- profile of clients, services, source of referral and eligibility
- available agency in-service training
- introduce agency personnel
- tour the facility
- review agency forms, procedures, policies and other information related to possible assignments
- review agency structure, funding, and other collaborative agency programs.
- review agency safety procedures and protocol
Participation in the field instruction component of social work education with the Bachelor of Social Work Program at Florida A&M University requires a commitment and acceptance of responsibility. It is expected that the student consolidate the theories, principles, and practices of social work learned in the classroom towards the development of a beginning generalist social worker. The social service agency provides a set of learning opportunities for students to integrate in the classroom into “real” social work experiences. The rewards of field instruction are highly valued by all parties involved. The University, the social service agency, and the student, in mutual partnership, are expected to observe policies related to field placement. University faculty, agency personnel, and students have roles and responsibilities in the field program. There must be some interaction with each other in the field program to effectively meet the objectives of field education. This can only occur when faculty, agency staff, and students comprehend their complementary roles and responsibilities.
Administrative Policies

BSW Program

Field Practicum
PRE-PLACEMENT MEETING and FIELD ORIENTATION
All students are required to attend both meetings as a criterion for field practicum. Any student who fails to attend either of these meetings will forfeit entering field for that semester.

HOLIDAYS
Students are entitled to observe University holidays. However, students are not entitled to participate in Spring Breaks as observed by the University. As a student’s prolonged absence from the agency may create problems in terms of continuity of care to clients. This may also decrease the number of hours required the student must complete to satisfy the course mandates. Conversely, if the agency observes Spring Break, or a holiday the University does not observe, the student may count those hours as clock hours earned and are not required to ‘make up’ those hours. Therefore, students and field instructors should determine, as part of the Learning Contract, the student’s holiday schedule and, if necessary, arrangements for the student to ‘make up’ any lost hours.

OBSERVANCE OF RELIGIOUS HOLY DAYS BY STUDENTS
A student who wishes to observe a religious holy day shall notify, in writing, the field instructor, faculty liaison and field coordinator at the beginning of the semester during the first week of practicum. The student should be held responsible for any material covered during the excused absence, but shall be permitted reasonable time to make up any work missed. However, failure to complete the missed work within the timeframe requested, will adversely impact the students’ grade. The student will not be penalized for clock hours observed during the religious holy day. Any student who feels that he or she has been unreasonably denied educational benefits because of his or her religious belief or practice may seek redress by notifying, in writing, the nature of his or her grievance to the Provost and Vice President for Academic Affairs or Vice President of Student Affairs who will investigate and document each occurrence (grievance) and ensure that appropriate corrective action is taken to assure compliance with this policy. If the matter is not resolved satisfactorily, the student may file a complaint pursuant to Rule 6C3-10.103, Florida Administrative Code, with the Office of Equal Opportunity Programs.

FIELD PRACTICUM HOURS
All fall and spring semester students must complete 540 clock hours of field work. All summer semester students must complete 420 clock hours of field work. These requirements are based on week differentials between the summer and fall/spring semesters established by the University. The hours can be completed in the form of a block placement or part-time placement. Once the placement period begins, a student cannot switch their placement from block to part-time or part-time to block as it can become disruptive to the practicum agency and adversely impact the continuity of services to clients. Block placements consist of a 40-hour workweek over a period of one semester. The workweek schedule should be between the hours of 8:00AM and 5:00PM. On occasion, students may be asked by the field instructor to engage in field related task that occur after 5:00PM or weekends. Students should make reasonable attempts to adjust their schedules accordingly. Part-time placements consist of a 20-hour workweek over two consecutive semesters. If a student fails to complete the required practicum hours due to factors beyond their control (i.e. a death in the family,
illness, etc.) they will be issued a grade of Incomplete (I) and allowed to complete their hours and outstanding assignments the following semester. Once the hours and assignments are completed, a final letter grade will be issued. However, if a student fails to complete the required hours the next semester, the incomplete grade will convert into a failing grade of (F). Conversely, if a student fails to complete the required hours due to factors within their control (i.e. not reporting to the agency, leaving early without notifying the field instructor or task supervisor, taking days off when they should be working, etc.) they will be issued a failing grade for the Field Experience in Social Work and Integrative Field Seminar courses. No student can receive consecutive ‘I’ grades for the same course(s) as it is a violation of University policy.

In some instances a student may complete the required number of field practicum hours early thereby wanting to end the practicum before the semester ends. This would be in direct violation of the agreement established on the Field Confirmation Form which specifies the beginning and ending dates of the practicum period and the regulations of the University which establishes the cycle of time that determines the semester period. Under rare circumstances, the agency may request that a student begin the field practicum early (i.e. to attend a training session that is necessary to the practicum experience). When this occurs, the agency must submit to the field coordinator a written request explaining the need for this action. The coordinator (and possibly field committee) will review this matter and make a determination as to comply or not comply with this request, as the Department cannot mandate a student to start a practicum before the actual semester begins. However, if a decision is made to allow a student to begin the practicum early and the student is willing and able to do so, then the agency must immediately start counting those hours toward the student’s field practicum experience. In the case of part-time placement, students that begin their practicum during the summer semester and completes the sequence in the fall must accrue 420 clock hours. Students that start their practicum in the fall or spring and complete the sequence in the following spring or summer semesters must accrue 520 clock hours.

**TAKING AN EXTRA COURSE**

In keeping with the curriculum, students should complete all course work prior to entering the field practicum; however, circumstances may arise when a student has only one (1) class to take when they apply for the practicum. If this should occur, and the student desires a block placement, the student must take the outstanding course during a time which does not conflict with the practicum hours. To do otherwise would be disruptive to the agency and adversely impact the continuity of services to clients. It may also contribute to a reduction in the number of hours one must accumulate to meet the field experience requirements. Therefore, an outstanding course must be taken on evenings or weekends.

**CLASS ATTENDANCE**

Attendance in the Integrative Field Seminar course is important to the professional development of the student. It is also mandatory. Since the class meets only one (1) day a week, it is essential that students report to class. Failure to attend and participate in the class will have an adverse impact on the student’s grade. Participation is defined as actively and appropriately engaging in classroom discussion, submitting scholarly assignments to the professor when assigned and attending class regularly and on time. Poor performance in the
Integrative Field Seminar class will automatically be assessed toward the Field Experience. A failing grade in Field Seminar will result in a failing grade in Field Experience and visa-versa, no exceptions. Part-time students that enroll for field over two (2) semesters must attend the Integrative Field Seminar their first (1st) semester only, while in practicum. During the second semester, the part-time student will complete their remaining practicum hours. The midterm evaluation will be submitted at the conclusion of the first semester. The final grade evaluation and completed record of field hours will be submitted at the conclusion of the second semester.

SICK LEAVE
In cases of necessitating absence from the practicum setting, students shall notify the field instructor and task supervisor, when applicable, take responsibility for canceling or rescheduling appointments, meetings or other responsibilities. Hours must be made up at a time agreed upon between the field instructor and the student. It is not the responsibility of the agency to accommodate the student’s schedule. All sick days must be documented on the Monthly Record of Field Placement Hours time sheet and submitted to the field coordinator when the record of monthly field hours are due in the Integrative Field Seminar class. The record must be signed and dated by the field instructor before it is submitted to the field coordinator. If the student has a documented medical excuse, a copy of that document should be attached to the time sheet. It is important that the student understand it is ultimately their responsibility to monitor their own hours and take responsibility for making up any lost time that might jeopardize their ability to complete the total number of hours mandated by the Program.

ADMINISTRATIVE LEAVE
Professional development is an important component of every student’s training. On occasion, an opportunity may arise wherein a student may have the opportunity to attend a conference, meeting or workshop away from the agency that may conflict with attending the Integrative Field Seminar class. When this occurs, the student must verbally notify the Field Coordinator and present documented proof of their attendance at the event. Documented proof may be in the form of a letter, fax or E-mail from the Field Instructor, stating the name, date(s) and time(s) of the event(s). The letter or fax must be on official letterhead from the agency. The student should attach a copy of the agenda or flyer to the monthly time sheet when submitting to the Field Coordinator. If the Field Instructor feels it is important for the student to participate in this administrative opportunity, as a part of one’s professional development, then it should be counted toward the field practicum hours.

TRAVEL
It is the student’s responsibility to secure transportation to and from the field setting. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel, if such coverage is not provided by the agency. The University has no such funds with which to reimburse students for the use of the vehicles or for other expenses incurred while conducting agency business. Reimbursement or agency-related expenses, including travel, should be the responsibility of the agency, and should be congruent with the agency reimbursement policies and rates for regular staff. Travel expense for mileage reimbursement is 44.5 cents per mile (HB6001), as established by Florida law and
reimbursement rates for meals (breakfast, lunch, and dinner) are $6, $11 and $19, respectively.

**PROFESSIONAL LIABILITY INSURANCE**

All students are required to purchase professional liability insurance prior to enrolling in field practicum courses. There are professional social work organizations that students may join where professional liability insurance is sold, such as through the National Association of Social Worker (NASW) and the North American Association of Christian in Social Work (NACSW), to name a couple. There is always the possibility that one may be held personally responsible for some alleged malpractice, error or mistake, arising out of the practicum experience. The student must become a member of a professional social work organization prior to applying for liability insurance in order to receive coverage. The insurance must cover the student while their in the field. Each student must present proof of coverage to the BSW Field Coordinator, in the form of a copy of the actual policy before being allowed to enroll in the field practicum. The University requires its students to carry and maintain student professional social work liability insurance in amounts no less than $1,000,000.00 per occurrence and $1,000,000.00 in the aggregate. The document will be placed in the student’s field file. Any student who does not have professional liability coverage will not be allowed to enter the field practicum.

**CRIMINAL RECORD BACKGROUND SCREENING**

In accordance with Florida Statute 943.0542, it will be necessary for all students to have a Volunteer & Employee Criminal History System (VECHS) screening on file with the program, prior to approval for field practicum. Florida law restricts access to children, the elderly and disabled clients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statutes). These restrictions are imposed by law on social service agencies and health care facilities, which in turn requires students to comply with the same restrictions, as do their volunteers and employees. The criminal background check is performed by the Florida Department of Law Enforcement (FDLE) in conjunction with the Federal Bureau of Investigation (FBI). Based on Florida law, the Department cannot guarantee a practicum site for a student with a criminal history. Furthermore, it is important to note that expunged and sealed records may also be accessed by social service agencies as they conduct their own criminal record check.

**SPECIAL STUDENTS SERVICES UNDER THE AMERICANS WITH DISABILITIES GUIDELINES**

Florida A&M University adheres to the Americans with Disabilities Act (ADA). For students who provide documentation of special student status under the ADA, steps will be taken to ensure that the reasonable accommodations are made within the agency setting. Students must contact the Office of Equal Opportunity Programs (OEO) at (850) 599-3076/3219 to become registered as a student with special needs under the ADA. Students may also contact the Learning Development and Evaluation Center (LDEC) at (850) 599-3180. The OEO will become responsible for ensuring that persons requesting accommodations are provided with the appropriate documentation and services. It is also important to understand that every field of the profession requires specialized skills. If a student has a disability that impairs their ability to perform a task related to the field, even
after proper accommodations are made, the program reserves the right to refer them to another field of social work or different discipline.

CONFIDENTIALITY
The student must sign a Release of Information form in the event that confidential information needs to be shared with field agency personnel. The information shared must be related to the educational enhancement of the student. Likewise, in accordance with the National Association of Social Workers (NASW) Code of Ethics, it is important to protect the confidentiality of all information obtained in the course of professional services, and in the Integrative Field Seminar class, except for compelling professional or academic reasons. It is important to not intentionally or unintentionally use or disclose any personally identifiable information a student shares in the seminar with those outside the class.

LIFE EXPERIENCE
The BSW Program does not grant social work course credit for life experience or previous work experience. A student cannot use past or current volunteer work, life events or employment in lieu of the field practicum experience.

HEALTH RISK WARNING LIABILITY
The student is responsible to inform the Field Coordinator or Program Director and the field instructor of any personal health care issues that could jeopardize the safety of clients/consumers, or field practicum personnel. These health risks include any contagious disease or infection that is transmittable and hence, would constitute a threat to the health or safety of others. Protection under federal regulations does not cover such individuals. Section 503 and 504 of the Rehabilitation Act of 1973, protects symptomatic and asymptomatic AIDS-infected individuals against discrimination on the basis of any actual, past, or perceived effect of AIDS infection that substantially limits any major life activity. Appropriate accommodations must be made for the student in the field practicum agency.

HARASSMENT AND NON-DISCRIMINATION
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University Community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, handicap, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes. Activities which alters the conditions of the work place making it an unwelcome setting are prohibited include, but not limited to, sexual advances/pressure for dates, slurs, comments, jokes, innuendos, threats, inappropriate touching, beatings, inappropriate gestures, pictures, and graffiti and slang expressions.

It is the policy of the Department of Social Work at Florida A&M University, in order to maintain an environment in which the dignity and worth of all students are respected, that sexual harassment of students in their field placements is intolerable and unacceptable.

Due to the unavoidable subordinate position students experience in field practicum settings, appropriate guidelines must be established for the student in the field practicum agency. These guidelines should, in part, pertain to complaints regarding sexual harassment of
students because of the unavoidable subordinate position they experience in field placement settings. Sexual harassment of practicum students can be destructive to the learning environment, demoralizing to the student and adversely affect his/her performance in the agency. It may include harassment from a field instructor, a task supervisor, or any employee of the agency, regardless of gender.

Sexual harassment of a student from FAMU can be interpreted by behaviors or comments that overtly or covertly are understood to be of a sexual nature. This may be demonstrated when; a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s continued placement; b) submission to are rejection of such conduct is used as a basis for decisions or assessments affecting the individual’s welfare as a student placed in an agency; c) such conduct has the purpose or affect of unreasonably and substantially interfering with an individual’s welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning work, or educational environment.

Examples of prohibited behavior may be demonstrated when; A) Threats or intimidation of sexual contact which is not freely or mutually agreeable to both parties. B) Continual or repeated verbal abuses of a sexual nature including graphic commentaries about a person’s body; sexual degrading words to describe the person, or propositions of a sexual nature. C) Threats or insinuations that the person’s employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued placement may be adversely affected by not submitting to sexual advances.

Consensual sexual relationships between Field Instructor and student, or between student and an agency employee, are generally deemed unwise. Such relationships, although they may be appropriate in other settings, are inappropriate when they occur between members of the teaching staff and students. A professional power differential exists in these situations in terms of the influence and authority which one can exercise over the other. The NASW Code of Ethics, section 3.02-(d), states social workers who function as educators for students should not engage in any relationship with students in which there is a risk of exploitation or potential harm to the student. (Dual or multiple relationships is when educators relate to students in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively). If a charge of sexual harassment is lodged regarding a once-consenting relationship, the burden may be on the alleged offender to prove that the sexual harassment policy was not violated.

Sexual harassment of any practicum student from the BSW Program shall not be tolerated from any Field Instructor, Faculty Liaison, and Task Supervisor, employee or representative of the field practicum agency. To best ensure that students are placed in an agency environment free from sexual harassment, the following will occur:

The resolution of the investigation may include, but is not limited to the following:
A). the complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement.
B). the complaint was founded and satisfactorily addressed by the field agency but the student should be placed in an alternative field placement.

C). the complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field placement.

D). the complaint was founded and not satisfactorily addressed and the field agency should no longer be approved as a field setting.

E). the complaint was unfounded and the student should remain in the placement.

F). the complaint was unfounded and the student should be placed in an alternative field site.

The complainant following these procedures is in no way inhibited from pursuing other options such as bringing the matter to the attention of the University’s Affirmative Action Officer or pursuing legal remedy. No student will be subject to restraint, interference, coercion, or reprisal for seeking information about sexual harassment, filing a sexual harassment complaint or serving as a witness. For more information, contact the FAMU Office of Equal Opportunity at (850) 599-3706.

**DRUG AND ALCOHOL**

Florida A&M University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State, or University regulations, shall be prohibited in all FAMU facilities, about the campus, or in any public gathering, recreational areas or facilities. This includes any practicum site where a student is placed. Any student in violation of this policy could be subject to dismissal from the University in accordance with the procedures of the Student Conduct Code. This includes termination from the field practicum site and the BSW Program. This termination will be final. In addition, legal sanctions by a court of competent jurisdiction may include a specific term of imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

**TERMINATION POLICY FOR ACADEMIC OR UNPROFESSIONAL/NON-ACADEMIC CONDUCT**

A student may be removed or dismissed from the field practicum site and Field Education Program at any time by the Field Instructor and/or the field agency for documented unprofessional conduct. Unprofessional conduct may include but is not limited to behavior that may be hazardous, unethical, illegal, unprofessional to the client, agency or faculty system, or commitment of a breach in confidentiality. There are serious consequences to egregious behavior. Additional infractions are listed in the Protocol for Field Related Problem Solving. A student may also be removed or dismissed for demonstrable lack of progress in achieving field practicum learning objectives in the course of the practicum experience. A written statement attesting to this action will be prepared by the Field
Instructor in consultation with the Faculty Liaison for inclusion in the student’s file. The Field Coordinator should be informed of this action by the Faculty Liaison. At such point in time, the Coordinator will then notify the Program Director of the matter. The decision to terminate a student from a practicum can be difficult. Making the decision to terminate or assign a grade of “D” or below for agency performance may be aided by answering the following three questions truthfully:

1. Would I hire this student?
2. Would I be willing to supervise this student as an employee?
3. Would I want to be served by this student if I were a client?

A negative response to any of these questions warrants careful deliberation. This should assist the Field Instructor with clarifying their decision. Every effort should be made to protect the students’ rights. However, these rights must be carefully balanced against the professional obligation to assure quality in service delivery to clients. The professions first obligation is to the clients' it serves. If after careful consideration, the decision to terminate is made, then the decision to terminate shall be final.

In case of a lack of progress by the student, due process will be followed. This entails providing written notification by the Field Instructor and, if applicable, the Task Supervisor, to the student regarding their unacceptable performance. The written notification shall include specific expectations for the student’s progress. These expectations will be thoroughly discussed with the student in consultation with the Field Instructor and Faculty Liaison. A copy of the notification should be placed in the student’s file. Failure by the student to consistently meet these expectations shall result in termination. This decision shall be final.

The procedures for termination are intended to provide a fair system of due process while simultaneously protecting the rights of all parties involved and the well being of students, current and future clients. It is vital that the during the weekly supervision meetings between the Field Instructor and student(s), that documentation of each meeting be recorded onto the BSW Field Instructors Supervisory Conference Form.

The field courses are distinct from most other university courses in that field placement in the community entails not only educational objectives for the student and faculty, but also professional responsibilities to clients, social service agencies, and the community. Among the students’ responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and agency supervisors. When students engage clients and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities and courtesies to be considered. Also, considerable time and effort is spent on the part of faculty and community supervisors to plan and deliver a good field placement. For this reason, it is a serious matter to drop the field course during the semester.

Students drop courses for many reasons including: educational considerations, serious illness or personal crises, and occasionally for performance problems. It is this last reason, namely problems in the field course, that the following policy is addressed.
DROPPING and RE-ENTERING FIELD COURSES (When Performance Problems is an Issue)

Any student who drops the field course(s) following substantial performance problems as noted by the Faculty Liaison, Field Instructor or Field Coordinator will not be allowed to reenroll the following semester without special review and permission of the Field Coordinator, Program Director and Field Faculty Committee. The usual procedure will be for students to take time off from field to address underlying deficits which impair their performance such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by the Faculty Liaison or Field Instructor. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student’s stability, and remedial learning experiences.

The review criteria will focus on the likelihood of successful performance in the field course based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student’s motivation toward corrective action, judgment of the student’s ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

The student must present documentation to the BSW Office of Field Education and Program Director stating specific improvements in underlying deficits that initiated the decision to drop field. It should clarify the students’ efforts toward growth and change which will support the likelihood of satisfactory performance in the field. This documentation will be shared with the Faculty Field Committee and former Field Instructor/Task Supervisor.

A meeting will be held between all parties to discuss the student’s request to re-enter the practicum. There should be no communication with the student by the BSW Faculty or agency personnel prior to the meeting. This is recommended for the purpose of avoiding any appearance of inappropriately attempting to influence the outcome of the process. The meeting shall be presided over by the Field Coordinator. If the former Field Instructor is unavailable, their designee or a representative form the same or similar field of practice should be present. The meeting will be held within 10 business days of the receipt of the request by the BSW Field Office. The Field Coordinator will notify all participants of the date, location and time of the meeting. The student will have the opportunity to answer questions and share specific issues which he/she feels addresses their improvement and preparedness for field. Immediately following the meeting, the committee will conduct a closed meeting to discuss and make its’ recommendation. The recommendation will be written by the Field Coordinator and forwarded to the student, meeting participants, Program Director and Chair. Due to the skilled practice and professional knowledge of the Field Instructor, considerable weight will be given to their input toward the recommendation. If the student is granted permission to re-enter the practicum courses, information regarding the problem areas and suggested corrective actions, will be shared with prospective field agencies and Field Instructors. This policy has the dual purpose of protecting the well being of the agency and its clientele as well as assuring the student receives an adequate opportunity and resources to improve his or her performance. However, if the student does not successfully complete the program, termination shall be final.
All students have the right of due process. If a student wishes to appeal a decision, he/she may refer to the Student Handbook section on Student Grievance Procedures for the College of Arts and Sciences.

Under certain circumstances, the BSW Program may initiate the removal of a student from a practicum site due to problems operating within the agency. These problems may create uncertainty for the student, hence; have an adverse impact on the quality of the practicum experience. Such problems can range from agency reorganization to the unplanned resignation of the Field Instructor, to sexual harassment. When such problems occur, the Faculty Liaison and/or Field Coordinator will assess the problem by investigating the placement, as warranted and allowed by the circumstances. The outcome of the assessment will determine whether the student will remain with the agency or be reassigned to another practicum site. The agency will be notified by the Faculty Liaison or Field Coordinator of its’ concerns.

If the findings of the investigation determine it would be in the best interest of the student to remove him/her from the present site, as soon as it is feasible to do so, every effort should be made to initiate the transfer of the student to a new site. The agency will be notified of the impending move. If possible, the student should alert his/her clients of the impending move. This should be performed for the purpose of minimizing any emotional trauma the client population might experience due to the move.
PROTOCOL FOR FIELD RELATED PROBLEM SOLVING

Step 1: The student and the field instructor address the issue.

Step 2: If there is no resolution, either or both parties should contact the faculty liaison or the field coordinator.

Step 3: The field coordinator and/or faculty liaison meets with the student and field instructor to arrive at a solution.

Step 4: If there is no resolution, the field coordinator seeks input from the BSW Program Director.

Step 5: If there is still no resolution, the Field Coordinator and BSW Program Director meet with the Field Committee to request a recommendation of resolution.

Step 6: If necessary, the Field Coordinator and the Field Committee seeks input from the Chair.

General Information
The student, field instructor or task supervisor may identify any problem that surfaces in the field practicum setting initially. Regardless of who identifies the problem, the first step toward its resolution is that the two people involved must meet face to face to share and discuss the problem. It is anticipated that the majority of problem situations related to the field practicum will be resolved at this level. However, if the situation is unable to resolve between students, field instructor or task supervisor, it becomes necessary to inform the field coordinator. Either the field instructor or the student can bring the problem to the attention of the faculty liaison. Therefore, any problem requiring the liaison’s intervention should be reported promptly.

Regardless of who brings the problem to the attention of the faculty liaison, the liaison is expected to meet with both the student and field instructor, or task supervisor in an effort to effectively problem solve.

It is important to remember, that with sufficient cause, either an agency or the Department reserve the right to request the removal of a student from the agency setting. The agency must present written documentation to the field coordinator and a copy to the faculty liaison citing reasons for terminating the placement.

It is expected that during the course of field instruction, the field instructor and student will keep adequate notes to document student progress. It is essential that when a problem is identified that written expectations be shared with the student so that she/he can take appropriate steps to remedy the situation. It is further expected, if necessary, such documentation be shared with the Department.

Identifying the Student who is Experiencing Problems in the Field Practicum
Most students who enter field will successfully complete their practicum experience. However, students have different learning styles and subsequently progress at different rates. In spite of their different learning styles, it is expected that each student adequately demonstrate the knowledge, skills and values necessary for a beginning generalist social worker.
Whenever there is a question about a student’s progress, the field instructor must immediately be in touch with the faculty liaison or field coordinator for consultation. Various areas of performance may cause concern. Such areas include, but are not limited to the following:

**Personal Behavior**
- Lying, paranoia, violating agency/departmental policy, threats to others
- Alcohol/drug abuse, irrational outburst, excessive crying
- Refusing to advocate for clients, focusing on self-during client interview
- Inappropriate touch, inappropriate interaction with the client
- Over identification of clients, lecturing clients
- Not showing up for the practicum or Integrative Seminar class, demanding to work with preferred clients only
- Disregarding Code of Ethics, accepting money or gifts
- Little or no evidence of professional responsibility (i.e. consistently late in meeting academic or agency deadline or fails to complete requirements.)
- Personal problems or emotional difficulties consistently and significantly interfere

**Attitudes**
- Not willing to work with a particular client group
- Homophobic, inability to engage clients because of biased attitudes
- Lack of commitment to the profession
- Concerned with the ‘salvation’ of others
- Knowing it all, blaming others for personal failures
- Apathy or failure to engage and invest in the field placement learning opportunities
- When intervention fails, client is always assessed as resistant
- Inability to hear and use feedback constructively

**Communication**
- Accusing others as related to paranoid behavior
- Slurred speech
- Biased remarks
- Argumentativeness
- Constant criticisms
- Inability to write an adequate report/evaluation
- Inability to present to others

**Interpersonal Interactions**
- Inability to work with others
- Inability to utilize supervision
- Alienates colleagues and clients
- Arrogance, hostility or aggressiveness with others
- Inability to establish rapport with clients
- Very shy, quiet and anxious (that it seriously impedes work with clients and colleagues)
- Gossiping

Any of these behaviors or any other kind of behavior that causes the field instructor to question the student’s appropriate professional development must be brought to the attention of the faculty liaison or field coordinator.
Following administrative protocols, the situation will be evaluated. The student demonstrating the problem is viewed as the primary educational responsibility of the Department, and the field instructor and agency share the burden of that problem student at a secondary level.

**Possible Outcomes**
A student’s failure to meet the minimum level of academic or nonacademic performance may result in the following:

A. **Failure of Field Practicum** The grade of ‘D’ or ‘F’ can be given for documented unprofessional conduct or for demonstrable lack of progress in achieving field practicum learning objectives. A student may be dismissed from the field agency at any time by the field instructor and/or the field agency. A written statement attesting to this action will be prepared by the field instructor and submitted to the field faculty liaison or field coordinator for inclusion in the student’s file. The field committee will review the written statement prior to its inclusion into the student’s file. A failing grade will result in the student being terminated from field practicum. Any student who receives a failing grade but desires to earn a BSW degree from the program must reapply to the program in writing. The application to re-enter the program will be reviewed by the field committee and a decision will be rendered in writing from the field coordinator on behalf of the committee to the applicant stating acceptance or denial of the application. The decision of the committee will be final.

B. **Repeat of Field Practicum** The student may be issued a grade of ‘I’ for incomplete, if he/she is unable to fulfill the required number of hours due to issues beyond the student’s control (e.g. illness, death of a parent or sibling or other emergencies requiring the student to leave the placement and University). Documented proof of the emergency must be submitted to the Field Coordinator before an ‘I’ grade is issued. If a student receives an ‘I’ letter grade, he/she must complete the remaining requirements (hours or assignments) by the next semester. If a student fails to fulfill the requirements during the next semester, the letter grade of ‘I’ will automatically convert into ‘F’. Any student who receives a failing grade must reapply to the program and submit a letter explaining why they failed to complete the field practicum requirements within the designated time frame listed and why they are now requesting to re-enter the program. The application and letter to re-enter the Field Experience and the Integrative Field Seminar courses will be reviewed by the field committee, a decision will be rendered in writing from the field coordinator on behalf of the committee to the applicant. The committee may request an interview with the applicant and or additional documentation from other sources before rendering a decision. If so, it is the responsibility of the applicant to appear before the committee to answer any questions or concerns by members of the committee at a date and time established by the committee. It is also the responsibility of the applicant to present additional documentation, if requested by the committee, within a time frame established by the committee. If the applicant fails to comply with the request, the matter will be taken up by the committee as an independent body of the program. The decision of the committee will be final.

Note: See Termination Policy for Academic or Unprofessional Conduct for additional information regarding terminations.
**Role of the Field Coordinator**

A full-time Field Coordinator is assigned responsibility by the Department of Social Work for developing field placement sites, placing students, monitoring student performance in the field, evaluating the field education program of the Social Work Department, and identifying field agencies to meet the needs of students expecting to engage in the field education process.

In coordinating the activities of the field program, the Field Coordinator:

- Ensures that all students meet the requirements for the field practicum;
- Initiates the placement request with the agency and facilitates the placement process;
- Provides the agency with information regarding the curriculum of the Department of Social Work, the purpose and objectives of field education, a Field Packet/Manual and other materials related to the requirements for field placement;
- Provides opportunities for students to receive information about agencies, their major functions, and the general nature of the expected learning experience;
- Assigns the student to the field agency;
- Coordinates a pre-placement and orientation workshop before placement begins and schedules meetings during placement in which field Faculty Liaisons, agency personnel, and students are expected to participate to promote understanding of field objectives and requirements;
- Directs field Faculty Liaisons in their related responsibilities; and
- Initiates activities to expand future field placement opportunities for students.

**Role of the Field Faculty Liaison**

The Faculty Liaison must have a minimum of two (2) years of professional social work experience post MSW degree. The responsibilities of the Faculty Liaison during the placement semester include, but are not limited to the following:

- To serve as a link between the BSW faculty and the BSW administration (Program Director and Field Coordinator) and the agency, Field Instructor, and to promote and monitor the completion of a quality field experience;
- To provide orientation to the practicum process and social work program expectations for the student, the Field Instructor, and the agency;
- To offer information and assistance in the development of the learning contract, including suggestions for task and activities, evaluation criteria, and outcomes;
• To provide support regarding practicum issues by responding to questions, mediating conflicts, implementing changes, and advocating, when needed, on the student’s behalf;

• To serve as a consultant to practicum agencies and Field Instructors in the establishment and evaluation of practicum arrangements, plans, and structures and providing assistance and support to Field Instructors in their roles as teachers and mentors;

• To monitor the practicum experience and ensure that the student and Field Instructor are meeting the goals established by you and the social work program. The social work practicum faculty will conduct a minimum of one agency visit during the semester. (More visits may be implemented as the situation warrants). The liaison will meet with the student, field instructor and if applicable, the task supervisor, to discuss assignments (task), activities, progress toward goals in the learning contract and any attributes or challenges regarding the students’ performance;

• To be available throughout the practicum experience to assess the student’s interest, goals, skill development, and professional aspirations;

• To be able to provide the student with a “safe space” to process his/her practicum experience and challenges;

• To provide honest feedback to the student and Field Instructor when feedback is needed.

**Role of the Field Instructor**

Based on the standards established by the Council on Social Work Education for field study, the agency staff member designated, as Field Instructor must have a Master of Social Work (MSW) degree and a minimum of two years of professional experience post degree, or a Bachelor of Social Work (BSW) Degree with a minimum of two years of professional experience post degree. The BSW field instructor is generally used if the agency does not have a MSW level staff person available or suitable as in goodness of fit to the mission of the BSW program.

The assigned Field Instructor has the responsibility of providing educational guidance to the student in meeting the learning objectives and other requirements for field placement. Furthermore, he/she is expected to be able to transmit understanding of social work practice beyond knowledge of the specific placement setting. The Field Instructor must be willing to draw upon other qualified professional staff members for access to their knowledge and skills in specific areas of practice. He/she should be able to relate effectively with the student, to stimulate and support the student in the learning process, and assist the student when integrating values and ethics of the social work profession.

Responsibilities of the Field Instructor during the placement semester include, but are not limited to:

• Attending departmental orientation meetings;

• Providing the student with a general orientation of the agency;
• Identifying and designing learning assignments;

• Reviewing, modifying, and signing the student’s Learning Contract to the Field Coordinator by the academic calendar due date;

• Providing continuous supervision related to field assignments;

• Scheduling weekly supervision related to field assignments and theory related to monitoring the student’s progress;

• Completing the weekly BSW Field Instructors Supervisory Conference Form and submitting it to the Field Coordinator at the end of the semester as record of the weekly supervision conferences. The weekly conference forms will help maintain a record of the student’s progress and/or challenges which can help guide the learning experience of the student and give the field instructor insight on how to address the needs of the student. The Field Instructor should maintain a copy for their records;

• Maintaining contact with the Faculty Liaison and if applicable, the Task Supervisor in an effort to provide continuity for a quality learning experience;

• Consulting with and signing the student’s midterm and final evaluations. Student should be informed of grade recommendation by the Field Instructor and Task Supervisor, if applicable. Evaluations should be submitted to the Field Coordinator by the academic calendar due date;

• Monitoring and signing student record of field hours at the end of each month as indicated on the academic calendar;

• Consulting with the student and Task Supervisor, if applicable before submitting a grade recommendation to the Field Coordinator;

• Meeting with the Faculty Liaison, Task Supervisor (if applicable) and student during the agency site visit;

• Maintaining contact with the Faculty Liaison;

• Consulting with the student and Faculty Liaison or Field Coordinator regarding a students’ performance, if a problem arises requiring resolution from outside the agency;

• Completing and submitting the Field Instructors’ Evaluation of BSW Faculty Liaison Form to the Field Coordinator at the end of the semester by the academic calendar due date.

• Conducting a personal interview with the student being considered for field study to determine if the placement would be appropriate for the student and the agency.
Role for Supervisor in Special Placement

An External/Offsite Field Instructor and Task Supervisor not apart of the agency staff can create a successful special placement. However, it will depend upon the clarification of the role expectations, as well as the relationship between the Field Instructor and Task Supervisor. Due to these issues, among other unforeseen factors, Special placements are not encouraged. However, when it is necessary, arrangements must be made to ensure that supervision standards are maintained.

Role of External/Offsite Field Instructor

- Consult with Task Supervisor, identifying and designing learning assignments
- Review the Field Instructors/Students Academic Calendar for all assignment due dates
- Review, and if necessary, modify and sign Learning Contract
- Maintain contact with and meet student at least bi-weekly, relating to assignments, theory and practice
- Maintain contact with the Task Supervisor to monitor the student’s progress
- Maintain documentation of weekly supervisory conference meetings with student on the BSW Field Instructors Supervisory Conference Form
- Review, and if necessary, modify and sign the Midterm and Final Evaluations before submitting to the Field coordinator
- Review and complete the Field Instructor’s Evaluation of the BSW Field Practicum Form
- Review, and if necessary, modify and sign the Monthly Record of Field Placement Hours Time Sheet
- Consult with Task Supervisor in regards to each of the aforementioned items
- Consult with the Faculty Liaison, Task Supervisor and student during the agency field/site visit by the Faculty Liaison.

Role of the Task Supervisor When Working With an External/Offsite Field Instructor

- Provides student with a general orientation to the field agency
- Consult with the External/Offsite Field Instructor to identify learning assignments
- Review, modify and sign the Learning Contract
- Provides daily supervision to the student
- Schedules weekly supervision conferences
- Maintains contact with both External/Offsite Field Instructor and Faculty Liaison
- Arranges External/Offsite Field Instructor’s review of all documents and learning assignments
- Reviews and signs the Midterm and Final Evaluations

Role of the Task Supervisor

A Task Supervisor and Field Instructor can create a successful placement. It depends upon clarification of the role expectations, as well as the relationship the Field Instructor and Task Supervisor has with each other. The Task Supervisor may hold a BSW or MSW degree, however, if the Task Supervisor does not hold the professional degree, the Field Instructor should work closely with the Task Supervisor to ensure social work knowledge, skills and values are being inculcated with the student. The supervisor should have a minimum of one (1) year of experience with the agency before supervising a student.

Responsibilities of the Task Supervisor during the placement semester include, but are not limited to:
• Providing student with a general orientation to the field agency;
• Consulting with Field Instructor to identify learning assignments for the student;
• Reviewing, modifying, and signing off on the Learning Contract;
• Providing daily supervision to student(s);
• Maintaining weekly consultation with the Field Instructor for the purpose of preserving continuity of the educational experience and establishing clear communication for the student;
• Consulting with the Faculty Liaison, if needed;
• Consulting with Field Instructor and student during the, midterm and final evaluations;
• Making a grade recommendation to the Field Instructor;
• Reporting any problems or concerns regarding a student’s performance to the Field Instructor and works with student toward overcoming deficits.

**Role of the Student**

As a student in the BSW program, the field practicum presents an opportunity for the student to implement the knowledge, skills and values one has learned in an educational setting, and apply those attributes to actual practice. The opportunity to learn and demonstrate professionalism in the work place is paramount to good social work practice. Therefore, the expectations and responsibilities of all students in the BSW field practicum program are as follows:

• Arrive at the agency on time. If you are ill or simply delayed, contact the agency immediately. It is your responsibility to resolve any problems that may occur by your not being available;
• Attend the Integrative Field Seminar class regularly and on time;
• Be sure your attire meets the agency standard of a social worker. Realize that ones personal fashion statement may not be suitable for a professional work setting. Be mindful that you are representing not only the profession and the agency but also the clients it serves;
• Observe the work of others. One can learn a lot by shadowing agency staff;
• Seek out opportunities to gain exposure to specialized cases and different practice approaches;
• Engage in collaborative co-facilitation activities whenever possible;
• Demonstrate a willingness to invite and accept feedback;
• Take responsibility for your own learning. Request more direct supervision, if needed. Seek out new and challenging experiences;

• If a problem or misunderstanding arises within the agency, go directly to the source, if possible. Often issues can be resolved when they are addressed in an engaging yet direct approach;

• Follow protocol within the agency. If a problem occurs or your educational needs are not adequately being met, address it with the Field Instructor. The Field Instructor cannot attend to one’s questions or concerns if they are not known. If the problem is not resolved at this level, it should be brought to the attention of the Faculty Liaison;

• Develop assessment, interviewing and documentation skills;

• Complete all field education and agency related forms;

• Complete all required field practicum hours (420 for summer and 540 for fall and spring semesters);

• Honor the Field Confirmation Agreement by remaining with the field agency until the placement period officially ends at the close of the semester. Notify the Faculty Liaison as soon as possible, if extenuating circumstances arises which adversely impacts one ability to complete the practicum;

• Complete and receive clearance by the VECHS Level II criminal record background screening prior to field placement;

• Submit proof of professional malpractice liability insurance coverage to the Field Coordinator;

• Develop self-awareness by maintaining a weekly practicum and weekly activity log and submitting them to the Field Coordinator during each Integrative Field Seminar class;

• Completion of the learning contract, midterm evaluation, and final evaluation as a process mutually negotiated between the Field Instructor and student (if applicable, Task Supervisor). The contract and evaluations should be submitted to the Field Coordinator by the due dates indicated on the academic calendar;

• Maintain a copy of all field related materials for your files. (i.e., learning contract, monthly time records, weekly practicum logs, weekly activity logs, assignments, etc.);

• Maintain a weekly planner. Keep up with assignments, appointments, deadlines and projects related to the agency and the field practicum;

• Gain exposure to micro, mezzo and macro practice;

• Learn to advocate appropriately for the client and oneself, when needed. Be respectful in your advocacy without being offensive toward others;
• Approach the social work faculty and field instructors as an adult learner by being able to distinguish between personal and professional conflicts;

• Utilize appropriate telephone etiquette. Speak professionally on the telephone when in the agency. Turn your cell phone off when you attend a meeting or engaged in a conversation with a client. Record appropriate messages on your agency voice mailbox. Refrain from using slang or religious language in your messages. Be mindful that you are representing an organization that serves an expansive public;

• Invest in your own self-care. Develop a method for coping with stress and time management. Create a healthy balance between maintaining personal and professional obligations;

• Attend workshops, conferences and meetings;

• Learn how to identify and utilize community resources to make appropriate referrals for the client system;

• Complete an agency paper and write a process recording;

• Develop a single system design;

• Develop and write a psychosocial evaluation;

• Follow the NASW Code of Ethics;

• Follow the agency policy, procedures, legal regulations and confidentiality standards;

• Engage in professional activities. While drinking coffee, filing, copying, and taking messages are activities that occur in the normal operation of the agency, it is not the sole responsibility of the student to engage in these activities at the expense of their professional development.

**Role of the Agency**

As a participant in the education and training of the student for social work practice, the field agency has responsibilities, which include the following:

• Sign an agency agreement with the University that clearly states the roles and responsibilities of the University and agency;

• Provide staff generally accepting of students in training without discrimination with regard to race, religion, sexual orientation, age, gender, disability, national origin, creed, veteran status or political orientation;

• Each agency must be able to provide a generalist practice experience with individuals, families, groups, communities and organizations for the student(s);
• Complete an Agency Data Sheet for Field Practicum which outlines the target client population, task performed in the practicum setting, and resources provided for student learning;

• Make physical office space and other resources available for student’s use in completing field related task and assignments;

• The agency must refer the designated field instructor to attend the field instructors orientation meeting for all new instructors;

• The agency must demonstrate a understanding and respect for human diversity and populations-at-risk;

• Each agency must demonstrate a commitment to work with the University and the students’ it serves;

• Provide accommodations to meet the special needs of students in accordance with the Americans with Disabilities Act of 1990 (ADA);

• Inform each student of potential work safety issues.
April 24, 2006

Dear Colleague:

Thank you for your interest in the Social Work Department Bachelor Field Education Program at Florida A&M University. Agency participation in the learning process of our students is not only essential but is greatly appreciated by the university, faculty and students. We fully recognize that your participation always involves additional effort beyond existing career commitments.

Please complete the attached form(s) and return to me. The form(s) needs to be completed for us to establish a placement site with the agency. Please feel free to enclose any additional information (brochures, pamphlets, internship program objectives, employment opportunities, etc.) that would assist us in matching students with your agency. On behalf of the department, we appreciate your interest in providing a hands-on learning experience for our students.

Forms needed:

- Agency Data Sheet
- Field Instructors Information form (you may attach a copy of your resume)
  
  **All field instructors must have a minimum of 2 years of professional experience post receipt of the BSW or MSW degree.
- University-Agency Agreement form
- Copy of BSW and/or MSW degree

Please be sure to sign and date all documents and return to my office within seven business days of your receipt of this letter. Remember, I cannot utilize your program as a placement site until I receive your complete packet.

If you wish to have more information about our field education program, please call (850) 599-8852. I look forward to working with you.

Sincerely,

Wanda F. Jackson, MSW
BSW Field Coordinator

Enclosures
Criteria for Selection of Field Instructors
In the BSW Program

Careful consideration is given to the selection of a field instructor. Sometimes the Field Coordinator may receive inquiries from social workers interested in becoming Field Instructors and at other times, the Field Coordinator may seek out sites and Field Instructors to work with the students. In either case, the BSW Field Coordinator is responsible for the identification and selection of the Field Instructor. The guidelines are set forth in the following criteria:

1. Each practicum site must have an MSW or BSW social worker employed committed to providing a minimum of one (1) hour of weekly supervised conference meetings with the student(s). The social worker must be committed to the role of being a Field Instructor for undergraduate students.

2. The Field Instructor must have at least two (2) years of post degree experience. A copy of the following must be submitted to the Field Coordinator, MSW or BSW degree from an accredited Council on Social Work Education (CSWE) Program and resume. In lieu of the resume, one may submit a completed Field Instructors Information form to the Field Coordinator. This form can be obtained from the Field Coordinator. A record of professional competency is an important attribute toward one becoming a Field Instructor.

3. The Field Instructor must be able to attend a Field Instructors Orientation Meeting/Training sponsored by the BSW Field Education Office. The orientation is intended for new Field Instructors of the Florida A&M University Field Education Program. Issues covered will include the role of the field Instructor, the role of the student, clock hour requirements of students, policies and procedures of placements and BSW curriculum, to name a few. It is important to read all material received at the meeting/training.

4. In settings where no professional social worker is employed, an External/Off-Site Field Instructor can create a successful placement. The success depends on the upon the clarification of the role expectations, as well as the relationship the Field Instructor and agency Task Supervisor has with each other. Several factors beyond the Field Instructors role with the host agency can impact the quality of the practicum experience. For this reason, special placements are not encouraged. However, when it is deemed necessary, arrangements must be made to ensure that supervision standards are maintained. The Field Instructor and Task Supervisor must have a venue for open communication. This will minimize the potential for miscommunication which may lead to problems.

5. The Field Instructor should express a desired interest in working with students to become professional social workers. The Field Instructor and student should be available for sites visits conducted by the Faculty Liaison. These meetings occur once per semester, however, they may occur more frequently if it is determined by either party that it is needed.
6. Time management is an important skill to have in submitting required paperwork to the Field Coordinator. These assignments include items such as assisting with development of the learning contract; signing the monthly record of field practicum hours, and assessing the students’ performance by conducting the midterm and final evaluations. While it is recognized that program related events can occur outside the Field Instructors’ control, if one is unable to meet a deadline, please contact the Coordinator and explain the delay. Failure to do so can adversely impact the students’ grade. All Field Instructors and students are given an Academic Calendar with important due dates prior to the start of each semester. It is essential for both parties to comply with the items listed on the calendar.

7. The Field Instructor should be one who is currently and actively engaged in a program where students will have the opportunity to engage in generalist social work practice.

8. Honest feedback is important to professional development. The Field Instructor must be able to give constructive honest feedback to the student and the Faculty Liaison about their performance. If problems arise due to performance issues presented by the student (i.e. consistently arriving late, poor documentation skills, inability to complete task in a timely fashion, etc.), it should be documented on the Field Instructors Supervisory Conference Form and discussed with the student. While it is important to be supportive of students, it is equally important to address issues of concern as they occur. However, if the performance does not improve, one may need to contact the Faculty Liaison for assistance.
Criteria for Selection of Field Practicum Sites in the BSW Program

Under no circumstances should a student arrange his/her own field placement. Only the BSW Field Education Office can identify and establish field practicum sites. Field education should be viewed as a collaborative process between the Department, the student and community based social service agencies in the education of students as beginning generalist social workers. Specific guidelines have been established to govern the selection of field agencies. These guidelines are set forth in the following criteria:

1. The site must understand and respect the student’s status and not abuse it. Students are not to engage in task that staff refuse or otherwise choose not to engage. Students are not “temp workers,” but developing professionals and should be treated as such.

2. The practicum site must value the profession.

3. The practicum site must agree to abide by task outlined in the University-Agency Agreement. Staff should engage in ethical practice as outlined in the NASW Code of Ethics.

4. The practicum site must complete the Agency Data Sheet for Field Placement and return it to the Field Coordinator.

5. The organization must meet the BSW program and Council on Social Work Education (CSWE) standards for field practicum.

6. The site must promote an environment free of any form of discrimination including race, creed, color, age, disability, gender, sexual and political orientation, marital status, national origin, veterans’ status, and sexual harassment as prohibited by its’ program(s) as well as state and federal statutes.

7. The site should have adequate space available for student placement and provide adequate access to telephone, desk and chair, facsimile machine, computer, printer, copier, client records and supplies to complete assigned task.

8. The site should be suitable for beginning generalist students such as low staff turn-over rates and a positive learning environment, opportunities to learn about working with individuals, groups and communities are encouraged.

9. The practicum site should be one that can accommodate the required number of hours each student must attain in order to complete the practicum. Fall and spring semester students must complete 500 clock hours and summer semester students must complete 400 clock hours by the conclusion of the semester. These differentials are due to policies of the University which establishes the semester calendar.

10. The practicum site should support the mission, goals and objectives of the BSW Program.
UNIVERSITY-AGENCY AGREEMENT
BSW FIELD PRACTICUM EXPERIENCE

Agreement made, by and between ____________________________________________,
Agency Name
An agency organized and existing under the laws of the State of __________________________,
State
With its principle office located at __________________________________________________,
Address
________________________________________________, _____________________________,
City   County     State
referred to in this Agreement as Agency, and The Florida Agricultural and Mechanical University
Board of Trustees, referred to in this Agreement as the University.

RECITALS

The purpose of this Agreement is to guide a working relationship between the agency and the University
for its Department of Social Work, in providing learning experiences for undergraduate students during
their field practicum as partial requirement toward a Bachelor of Social Work degree as a generalist social
worker. In consideration of the matters described above and the mutual benefits and obligations set forth
in this Agreement, the parties agree as follows:

SECTION ONE.

THE UNIVERSITY SHALL DO OR CAUSE TO BE DONE THE FOLLOWING:

A. Assure that students will be notified there is an exception that they will abide by the rules of the
Agency insofar as those rules do not conflict with Florida Statutes, or Florida Agricultural and
Mechanical University Rules, and withdraw any student form the Agency for sufficient cause.

B. Give notice to the Agency of the number and names of the students it would like to have enter the
Agency for the Field Practicum Program prior to the commencement of any semester and arrange for
Agency staff to interview the student(s). In the event a cancellation is necessary, make every effort to
notify Agency of such cancellation or change in student assignment at least one week in advance of
scheduled beginning of practicum.

C. Provide educational workshops and/or information pertinent to generalist education for the Agency staff
or social workers that have teaching or responsibilities of student(s).

D. Be responsible for establishing guidelines and objectives for the instruction of the students of the
University and screen them for preparedness for placement.

E. Be responsible for conducting a meeting with agency social work staff and the student(s) in the field
practicum setting for evaluation of practice in the Agency setting for an Agency site visit/field visit.

F. Have the BSW Field Coordinator conduct field instruction of the BSW student(s) through seminars and
facilitate conferences between Faculty Liaison and BSW Student(s).
G. Require all students to have professional malpractice liability insurance during their assignment to the Agency.

H. Provide the Field Instructor/Task Supervisor, when appropriate, with a certificate of participation redeemable for college courses at Florida Agricultural and Mechanical University as may be permissible under Florida law and the State University System regulation.

I. Require all students to undergo a Level II criminal record background screening.

J. Inform students that they are to maintain confidentiality of all written and oral communication with regard to the Agency’s clients.

K. Maintain a record of each Agency that includes the resume and a copy of degree of each Field Instructor, an agency data report, and BSW student evaluation of the practicum.

L. To provide a BSW Field Packet/Manual to the Agency that includes policies, mission, objectives, procedures, and expectations of all parties involved in the BSW field practicum.

M. Select students that have successfully completed all prerequisite courses.

N. Withdraw a student at any time whose progress, or conduct or work does not meet the University’s standard for continuation in the program and if in its’ judgment, the practicum does not meet the student’s needs.

SECTION TWO.

THE AGENCY SHALL DO OR CAUSE TO BE DONE THE FOLLOWING:

A. Provide generalist opportunities for student(s) of the Bachelor of Social Work Program in accordance with the cooperative planning by the faculty of the Bachelors program and the Agency staff. This would include individual, family, group and community experiences.

B. Assist with the orientation of the student(s) to the Agency and provide access to equipment (desk, chair, computer, printer, telephone, facsimile, and copy machine), office space, libraries and records as necessary for teaching purposes.

C. Assist in the evaluation of the student(s) learning and performance(s).

D. Provide a Field Instructor whose educational practice qualifications meet the requirements of the University (Master or Bachelor Degree in Social Work with a minimum of two years experience, post receipt of the degree).

E. Retain the right to recommend a termination from field for any student whose behavior may be hazardous, unethical, illegal or unprofessional to the client system, or committed a breach in confidentiality. All terminations are coordinated with the BSW Office of Field Placement. The Agency must provide written documentation for its decision to terminate a placement to the field coordinator.

F. Make provisions for orientation for Faculty members of the BSW Program to the facilities philosophies, policies and programs; also provide brochures, pamphlets and/or other documents about the Agency to the BSW Office of Field Placement for faculty and students.

G. Allow the student to participate in evaluation/assessment, progress notes, treatment plans, and other appropriate documentation.
H. Allow the student, faculty and BSW Field Coordinator to participate in workshops, conferences, and meetings that would contribute to the student(s) professional development.

I. Work willingly with the BSW Program to carry out its mission and educational objectives to address the needs of the student and the Agency.

J. Attend the BSW Field Instructors Orientation Meeting for new Field Instructors.

K. Provide staff generally accepting of students in training without discrimination with regard to race, religion, ethnicity, gender, social class, physical and mental abilities, age, marital status, veteran status and national origin. Agree to abide by Agency’s Non-Discrimination Policy.

L. Meet once weekly with the student in a supervisory conference.

M. Maintain a record on the student(s) learning, needs/deficits, and accomplishments.

SECTION THREE.

THE UNIVERSITY AND AGENCY AGREEMENT TO BE MUTUALLY RESPONSIBLE FOR THE FOLLOWING:

A. Assignments for students will be planned by the faculty of the BSW Program in cooperation with the supervisory staff at the Agency.

B. Faculty, Agency supervisory staff, and student(s) will work together to maintain an environment, which provides quality client services and quality student learning.

C. Representatives of the University, Agency and the student will meet at least once at the Agency during the term of the placement for a joint review of the student(s) performance, to fulfill the requirements of the agency site visit. The aforementioned parties will communicate more often as needed.

Agency Representative: ______________________________
Name: ______________________________
Address: ____________________________
Phone: ______________________________
E-mail: ______________________________

University Representative: ______________________________
Name: ______________________________
Address: ____________________________
Phone: ______________________________
E-mail: ______________________________

SECTION FOUR.

TERM OF AGREEMENT

The terms of the Agreement will become effective on the date all parties have signed this document and will remain in effect until terminated by one or both parties. This Agreement may be modified at any time provided that any and all modifications will be in writing and signed by both parties.

This Agreement may be terminated by either party upon providing the non-terminating party with at least sixty (60) days prior written notice of termination. Should such notice be executed, students assigned to the practicum will be allowed to complete their assignment without interruption unless another mutually agreeable time is made.
SECTION FIVE.

CONFIDENTIALITY

The University assures that all participating BSW students and Faculty have been instructed in and instructed to observe the requirements for maintaining confidentiality of all client information. To the extent that the Agency maintains records regarding the student’s educational experiences, such as attendance data, field practicum observations and midterm and final evaluations, Agency agrees it shall not release, except to the BSW Program, such personal information contained therein, without consent of the student or as otherwise provided by law.

SECTION SIX.

GENERAL AND PROFESSIONAL LIABILITY:

As between the parties, each party will be responsible for liability arising from personal injury or damage to persons or property occasioned by its own agents or employees in the performance of this Agreement. The parties agree that nothing herein shall be construed as a waiver of sovereign immunity of the University beyond the waiver provided in Section 768.28, Florida Statutes, or consent of the University to be sued. In the event of a medical emergency, the Agency will however assist the student, to receive appropriate care.

The University shall require its student to carry and maintain student professional social work liability insurance in amounts no less than $1,000,000.00 per occurrence and $1,000,000.00 in the aggregate.

SECTION SEVEN.

JOINT AGREEMENT BETWEEN THE PARTIES:

IN WITNESS WHEREOF, the parties hereto have set their hands.

UNIVERSITY REPRESENTATIVES

________________________________
PROVOST

________________________________
DATE

________________________________
RISK MANAGEMENT

________________________________
DATE

AGENCY REPRESENTATIVES

________________________________
AGENCY ADMINISTRATOR

________________________________
DATE

________________________________
BSW FIELD INSTRUCTOR

________________________________
DATE

Approved as to Form and Legal Sufficiency.

________________________________
UNIVERSITY LEGAL COUNSEL

________________________________
DATE
That long-awaited point in every student’s social work training has finally arrived! You will be preparing this semester to begin your field practicum for the next semester.

The field practicum experience is the integration of the theoretical knowledge you have gained in the classroom with the skills you will learn in the field. You have already taken the first step toward the placement experience by picking up the attached Application for Field Placement packet. Please answer all questions. Use ‘N/A’ for items that are not applicable. We cannot process an incomplete application; therefore it is important to thoroughly respond to each question.

A professional statement is expected when you write your narrative of what you expectations are of your field practicum experience. The statement should be at least three (3) paragraphs long. The statement should include an explanation of the student’s preference for a chosen field of practice (such as; aging, corrections, child welfare, etc.). A detailed discussion of ones expectations of the field experience should follow and conclude with a detailed dialogue about how you hope to utilize your field education experience to prepare you for your future career goals in the field of social work. Feel free to add any additional information you feel would enhance your statement. Also feel free to add a separate sheet (or sheets) of paper to draft your statement. Do not forget to attach it to the application.

A resume must be submitted to the BSW Office of Field Education. A sample resume is included in the packet. Please use the sample as a guide for the development of your own resume.

The application packet should be typed or reproduced on a computer, and returned to this office in duplicate with two recent professional business attired wallet size photos. Passport size photos are also acceptable and can be secured from sites such as Walgreen’s, CVS Pharmacy and the U.S. Post Office for under $10.00.

All applications are due at the end of the third week of class, of the semester before the practicum begins. For example, a student who wishes to enter field for the spring semester 2010 must submit an application by the end of the third week of classes of the fall semester 2009.
Also, students must submit a copy of their unofficial transcript with the application. The transcript can be retrieved from the Office of the Registrar or the FAMU web page. This information is used to verify courses, grades received, and other information needed in processing of your application.

Students must have a minimum total of 120 credit hours to graduate (this includes the 15 credit hours for the field education and seminar classes). Students must have a minimum 2.5 GPA cumulative and in required social work courses, and have passed all parts of the CLAST. If you have been exempt from the CLAST, please indicate on the application under the Academic Record section of the application along with a copy of your notice of exemption from the CLAST Office. Any application that does not meet these requirements will be denied.

It is important that applicants sign and date all areas of the application that request signature and date. Please answer all sections completely and honestly. Any false information could result in a denial for placement and expulsion from the program.

Many agencies require students to submit to a Florida Department of Law Enforcement (FDLE) criminal record background check. If you have ever been charged with a crime or arrested, even if the charges were dropped, you must submit a written summary detailing the circumstances of the event along with a copy of the official police report. If you have a criminal charge but your record has been expunged or sealed, the BSW Office of Field Education still needs to be notified of the event. All documents must be placed in a sealed envelope with the word ‘CONFIDENTIAL’ printed on front and submitted with the application. In the state of Florida, expunged and sealed records can be accessed by agencies that employ social workers and supervise student interns. The agency usually pays the cost of the criminal check when a decision has been made to accept a student for a practicum.

The BSW Field Education Program mandates all applicants undergo a separate Level II criminal record background screening as a part of the application process. This process is also called the Volunteer & Employee Criminal History System (VECHS). Documents to complete the criminal check can only be obtained in the BSW Office of Field Education. These documents include a finger print card and a VECHS Waiver of Agreement and Statement form. Each student is required to pay a processing fee of $36.00 payable to FDLE. Once the criminal check is completed, the results are mailed immediately to the BSW Office of Field Education. It can take three (3) to six (6) weeks for the state (FDLE) and federal (FBI) checks to be completed; therefore, it is strongly recommended that each student complete the process as soon as possible. All information is kept in a secure location, as mandated by Florida law. In concurrence with federal law, all VECH documents are destroyed once the student successfully completes the field practicum or is dismissed from the program. If additional information or clarification is needed regarding the specifics of the criminal screening process, please feel free to contact a member of the Criminal History Applicant Section’s “VECHS Team” at (850) 410-8324.

**Due Dates for VECHS Background Checks**

<table>
<thead>
<tr>
<th>Semester of Placement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester placements</td>
<td>July 15</td>
</tr>
<tr>
<td>Spring semester placements</td>
<td>November 15</td>
</tr>
<tr>
<td>Summer semester placements</td>
<td>March 15</td>
</tr>
</tbody>
</table>
The Office of Field Education cannot guarantee a practicum site for a student with a criminal history. The agency makes the final decision to accept or not accept a student for field practicum based on goodness of fit to their program and criminal history guidelines established by state and federal laws. In the event a practicum site cannot be secured after three attempts by the field coordinator, the student will not be able to enter the field practicum. A student cannot obtain a degree from an accredited BSW program without the successful completion of a field practicum.

The application process is very serious. Any attempt to deceive, falsify or give misleading information, verbally or written, is subject to charges of deception. It is important to respond to all questions, written or verbal, honestly. Acts of deception are grounds for action up to expulsion as failure to do so is a direct violation of university policy.

Please submit a copy of proof of membership in the professional social work organization that you are currently a member, with your application. You will have to re-apply to the organization if your membership is not current. Once your membership is reinstated, only then may you apply for liability insurance. It can take up to six weeks to obtain coverage, so it is important for students to plan ahead. An NASW Liability Insurance Policy application is included with the field application packet. The same packet is also good for any student who is a member of NACSW (North American Association of Christian in Social Work – just be sure to indicate on the application that you are a member of NACSW). It is the student’s responsibility to apply for liability coverage. Once coverage has been received, it is important to submit a copy of the document to the BSW field coordinator. You must be a current member of NASW, NACSW or any professional social work organization that provides liability insurance. If the student is a member of the National Association of Black Social Workers (NABSW), he/she must also join another professional social work organization as NABSW does not offer liability insurance. If your membership has lapsed, you must re-apply to join the organization. Once membership is reinstated, only then may you apply for the liability insurance. No student will be allowed to enter field without proof of insurance.

A copy of your professional social work liability insurance must be submitted to the BSW Office of Field Education according to the following schedule:

<table>
<thead>
<tr>
<th>Semester of Field Placement</th>
<th>Liability Insurance Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>August 1 - Noon</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>December 1- Noon</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>April 1 - Noon</td>
</tr>
</tbody>
</table>

**Special Note:** In the event the 1st falls on a weekend, the due date becomes the Friday before the 1st)

A letter of acceptance or denial of your application will be mailed to you when the program director and I have reviewed it. If a student is not approved for placement, the letter will outline the specific reason(s) for denial. It is the responsibility of the student to address any deficits that might hinder an approval. If you have information the Department does not have that might impact your approval status, please let us know. We will be glad to address any error that is brought to our attention.
When a student is approved for field practicum, he/she will be notified of a BSW Pre-Placement Meeting. During the Pre-Placement Meeting, some general issues regarding interviewing tips with agency personnel, potential field site placements, and financial planning are discussed. A BSW Field Placement Orientation will be scheduled for a later date with the field coordinator. Attendance at both meetings is mandatory. Any student who fails to attend will forfeit placement for that semester.

If I can be of further assistance, please call 599-8852 or visit me in suite 300 of the Benjamin Banneker Building-B, Social Work Department.
Internship Resume

JENNIFER PEARCE

LOCAL ADDRESS: (SAMPLE) PERMANENT ADDRESS:
512 South Oakwood Drive 7222 West Broom Avenue
Tallahassee, Florida 32308 Newark, New Jersey 10101
(850) 268-0620 (201) 385-3798

OBJECTIVE
To obtain an internship in a social service agency with specific experience and interest in child welfare services while offering professional development opportunities.

EDUCATION
Florida Agricultural and Mechanical University – Tallahassee, Florida 32307-3500
Bachelor of Social Work
Anticipated Graduation: May 2007
Grade Point Average: 3.1/4.0

RELEVANT COURSES
Children and the Law
Youth in Crises
Social Work with Children
Interviewing and Recording
Practice I, II and III
Human Behavior in the Social Environment

HONORS and ACTIVITIES
National Deans List; Phi Alpha Honor Society; National Association of Social Workers;
National Association of Black Social Workers; Student Social Work Association (Historian);
National Association for the Advancement of Colored People (Student Chapter); Bond
Elementary After School Program (Volunteer).

WORK EXPERIENCE
5/06 – 5/07 HARETSFIELD ELEMENTRY – Tallahassee, Florida
After School Counselor
• Counseled and assisted students with daily problems
• Conducted reading lessons
• Developed peer counseling group

2/05 – 5/06 BURDINES – Tallahassee, Florida
Sales Associate
• Responsible for training new employees
• Organized annual Christmas toy drive for needy children
• Managed inventory on computer based inventory system

COMPUTER SKILLS
Microsoft Excel, Word and Publisher; WordPerfect, Harvard Graphic, E-Mail and Internet.

REFERENCES AVAILABLE UPON REQUEST
CRIMINAL RECORD BACKGROUND CHECK ON STUDENTS ENTERING FIELD PRACTICUM

In 1993, Congress passed the National Child Protection Act (NCPA) that authorized criminal history record checks for persons working with children in either an employee or volunteer status. This Act was amended again in 1994 to include elderly and disabled persons. It was amended again in 1998, and in 1999 the Florida’s Legislature passed a law consistent with the National Child Protection Act. Together, these laws promote a broader exchange of criminal history information for purposes of assisting entities that provide care, treatment, education, training, instruction, supervision or recreation to children, the elderly or individuals with disabilities.

In accordance with Florida Statute 943.0542, it will be necessary for all students to have a Volunteer & Employee Criminal History System (VECHS) check on file with the Department of social work, prior to approval for field practicum. Florida laws restrict access to children, the elderly and disabled clients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statues). These restrictions are imposed by law on social service agencies and health care facilities, which in turn require students to comply with the same restrictions, as do their volunteers and employees. Both expunged and sealed records can be accessed under Florida law. The criminal background check is performed by the Florida Department of law Enforcement (FDLE) in conjunction with the Federal Bureau of Investigation (FBI). A fingerprint card and VECHS Waver of Agreement and Statement form can be obtained from the BSW Office of Field Placement. The fingerprint card and waiver form must be taken to FDLE by the student along with a $36.00 processing fee. Any questions regarding the background check or directions on how to get to FDLE can be answered by calling (850) 410-8324. It can take three (3) to six (6) weeks from the date the fingerprints are done until the final report is sent to the Department. All agencies conduct their own criminal record background checks, usually at no cost to the student; however, it is the policy of this program that all checks are done within the Department before students are approved for placement. If the agency denies a student admission and/or access to clients in the agency based on adverse information from the criminal record background check, the student’s enrollment in the Department of social work will be terminated as all students must complete a field practicum. All students whom enter the program must successfully complete the field practicum in order to obtain a degree in social work (CSWE Educational Policy 4.7). There are no exceptions to this policy. It would therefore be in the best interest of the student to seek another major elsewhere.

Absolute honesty is essential for all applicants or current enrollees in the social work program. Falsification of any information through omission or misrepresentation of facts on any application (BSW Admission Application or Field Application), may lead to the expulsion of the student from the social work program.

In the State of Florida, an individual has a right to request his/her criminal history record for review to ensure that it is both accurate and complete. This procedure is known as a “Personal Review for Criminal History.” The requestor may use the results to examine for accuracy and to challenge any information contained in the history that s/he feels is inaccurate or incomplete. Any other use of the results will constitute a violation of applicable State and Federal laws. There is no charge assessed by the FDLE for this service (Section 943.056, F. S.). Please contact the User Services Bureau/Specialist Desk at (850) 410-8114 for instructions on how to apply for a Personal Review for Criminal History.
BSW Program Guidelines for Students Who Use Place of Employment as Field Placement

An employment setting in complex or multi-service systems only may be considered as a field placement. The use of employment sites as a field practicum must clearly be a learning experience different from the employment position, and the student must receive instruction from a different BSW or MSW than the employment supervisor. It is not unique for an employment supervisor to experience role confusion in the execution of being an educational field instructor and an employee supervisor of the same individual, hence, resulting in role confusion for the student. The overriding responsibility of the BSW Program is to protect the integrity of the educational process, rather than solely centered on providing agency services as a student employee. Therefore, the student and agency must meet the following criteria:

1. The student is employed in an agency with different divisions or learning assignments which would provide the student with practice experience different from his/her job description.

2. The agency has a qualified Field Instructor, who is not the student’s regular supervisor, who is willing to fulfill the responsibilities of Field Instructor.

3. The designated agency Field Instructor agrees to attend the BSW Field Instructors Orientation Meeting if they have never attended a meeting.

4. The agency administrator and agency field instructor understand approval of the employment based placement will be carefully considered and may or may not be approved for the field practicum experience.

5. The student and agency are able to describe how the employment function will be separate from the learning function and agree upon responsibilities and expectations.

6. All parties understand the BSW Field Coordinator makes the final decision on all placements.

7. The student must submit in writing to the BSW Field Coordinator the BSW Field Practicum Agreement In Place of Employment Form one semester prior to the actual placement for consideration by the Field Coordinator.

8. If, after approval is given, the employment based site is judged inappropriate by the Faculty Liaison or Field Coordinator based on criteria for all practicum sites, and, after sufficient effort has been made by all parties (student, faculty liaison, field instructor, agency administrator and Field Coordinator), to correct problems, the student may be removed from the employment based site.
Suggestions for Client/Patient Case Assignments

1. Assign student to read all existing data on case.
2. If applicable, assign the student some reading on the appropriate primary diagnosis or presenting problem.
3. Ask the student to think about the possible needs of such a client and prepare a list for discussion in the supervisory conference.
4. Ask student to write out the known case goals and the purpose of their first contact.
5. Role play the first client/patient contact with the student.
6. Write a process recording of the initial contact. (To be done within 48 hours after the contact; supervisor should review it and return it to student before the next conference). Discuss the recording and the client and the content of the next contact.
7. Ask student to keep logs of feelings and impressions in early cases. This can be discussed during the supervisory conferences.
8. Process first contact by applying classroom concepts to activities.

Case Assignments/Guidelines

1. Do not overload a student with a large caseload. Overloading a student is never acceptable and the outcome may be disastrous for the student, client system and agency.
2. Avoid cases with poorly written records, particularly when students are new.
3. In very complicated case, let students shadow you or other experienced workers.
4. When possible, offer variety in the types of cases and variety in contacts (individuals, families or groups, community organizations, etc.). Be creative if you feel it would provide a good learning experience.
5. It is sometimes appropriate to assign a student to assist another worker, but never for an entire practicum. Students should gain practical experience of being assigned a caseload. The supervisor should serve as a mentor to the student; after all, they are frequently only a few months away from being professional social workers with caseloads of their own.
6. Remember it is impossible to adequately prescreen all cases. Warn students in the beginning that if a case turns out other than as expected or is in need of a highly experienced social worker, it may need to be transferred. It does not mean the student has failed.
7. Give the student permission to ask for help; then give it.
8. Do not assign only easy cases, or only boring and routine cases, or only cases that other staff does not want.
9. Be supportive and offer feedback to the student.
Learning Contract

What is a Learning Contract? A Learning Contract is a working plan developed between the field instructor, student and if applicable, task supervisor. It is designed to enhance the student’s learning and can be modified at any time while the student is in the field placement. The faculty liaison or field coordinator may give input toward the development of the contract.

The purpose of the Learning Contract is to provide both the student and the agency with a vehicle for anticipating and structuring the placement content. It requires that student to give thought to what s/he would like to learn in that setting, and requires the agency to define what it offers in the way of learning experiences. Its’ purpose also include the following: to give the student an opportunity to participate in planning the field experience; to assure that the student clearly understands what is expected; to help the student conceptualize learning; to provide a means of measuring progress; and to maximize objectivity in evaluation. The Learning Contract should ideally be a product of the thinking of both student and field instructor.

Learning Focus

This column should contain a series of statements that identify what the student and field instructor expect the student to learn (knowledge), what the student will do (skills), and how to conduct ethical practice (values). The range of objectives for one’s learning focus is almost endless, depending upon the setting, the student’s interest, and the level of creativity generated between the student and field instructor in developing the learning focus.

(Example): Learn how to write a comprehensive psycho-social history

Activity Plan

This column should identify the specific activities (task) and experiences that will become the means for achieving the learning focus. To some degree, it should identify the supervisory methods that will be used to give the student feedback on his/her achievement of objectives listed in the learning focus as well as one’s skill development and use of self. One of the most important elements in this column is specificity. The use of numbers and concrete terminology in the activity plan will help the student and field instructor avoid the use of generalities.

(Example): a. Read 3 psycho-social case histories
   b. Write 2 psychosocial case histories
   c. Receive feedback from field instructor

Target Date

This column establishes a structured time frame by which to aim for achievement of the activity plan and hence, attainment of the learning focuses.

Miscellaneous Instructions

Additional pages may be included with the contract, if necessary to fully cover all learning objectives. Revisions may be done at anytime provided all parties, whom signed the original document, agree to the revisions. The field faculty liaison will review the Learning Contract. The original document should be returned to the BSW Office of Field Placement. The student and field instructor should retain a copy for their files.
Sample Entries for Learning Contract

This document contains examples of items that can be included in a student’s Learning Contract. It is a guideline only and represents a generic listing of objectives and activities that may be included in the contract. It does not represent a typical or complete contract as is. Its purpose is to help you think about your individual objectives and to demonstrate appropriate wording. Please note that specificity (numbers, who, what, when) is important.

**LEARNING FOCUS**

1. To identify social worker’s role in the agency
   - a. Observe social worker counseling 3 clients
   - b. Read job description for social worker
   - c. Observe social worker in 2 case staffing meetings
   - d. Carry 7 cases throughout practicum

2. Develop interviewing skills
   - a. Perform 1 process recording
   - b. Discuss different interviewing techniques with field instructor
   - c. Observe supervisor interviewing 3 clients

3. Demonstrate professionalism
   - a. Arrive at agency on time
   - b. Wear attire appropriate to the agency
   - c. Use telephone etiquette approved by the agency
   - d. Practice NASW Code of Ethics
   - e. Write and speak using professional terms and grammar

4. Demonstrate good work habits
   - a. Supervisor will identify agency expectations
   - b. Learn to organize work and meet deadlines
   - c. Seek feedback from supervisor regarding performance

5. Learn about the agency
   - a. Read program and procedure manual
   - b. Read agency brochures
   - c. Attend in-service orientation training
   - d. Attend staff meetings

6. Learn about community resources
   - b. Attend community meetings
   - c. Network with program staff
   - d. Share finding with field instructor
Forms
Prior to receiving a Field Application, each prospective applicant must consult with his/her academic advisor to ensure that all of the following have been satisfied. Once the check list is approved and signed by the advisor and student, it is given to the student. The advisors’ signature means the student has met all criteria to enter field. The student submits the form with a $5.00 lab fee to the Field Coordinator. The Field Coordinator will distribute the Field Application Packet to the student. Application Packets will only be given to students whom have met all of the criteria listed below.

Student Name: ____________________________________    Advisor: _________________________

___ Student is a social work major (approved change of major form on file)

___ Student has completed all required courses according to the defined curriculum, excluding currently enrolled courses. (Note: Research, Policy, Human Behavior and Practice courses should be taken in sequential order and not together).

___ Student has applied for exemption or completed and passed all parts of the CLAST and is so indicated on the FAMU transcript. If not on transcript, proof must be in student file or student must submit documentation to advisor.

___ Minimum 2.0 overall GPA    Current GPA is __________

___ Minimum 2.5 Social Work GPA    Current GPA is __________

___ Student has applied for and completed forgiveness policy process, if applicable.

___ AA Degree indicated on transcript, if transfer student.

___ Foreign Language or American Sign Language Requirements met (College or High School) If student indicates he/she has met requirement, have him/her initial this statement. ________

___ Other notes: ________________________________________________________________
___________________________________________________________________________
___________________________________________________________
                    Academic Advisor Signature                Date

___________________________________________________________
                    Student Applicant Signature    Date

___________________________________________________________   Lab Fee Received (   ) Yes         (   ) No

BSW Field Coordinator Signature   Date                           Date Fee Received ________________

90
BSW Eligibility Requirements for Field Education

- Completion of the Pre-Placement Checklist with your Academic Advisor
- Completion of foreign language requirement
- Minimum cumulative (overall) GPA of 2.0
- 2.5 GPA in all required social work courses to enter the field practicum.
- Completion of all prerequisites for the field course (Completion of all course work when one enters the field practicum)
- Proof of Current membership in any professional social work organization (National Association of Social Workers, North American Association of Christians in Social Work, etc.) that also provides liability insurance
- Proof of professional social work liability insurance
- Pass all parts of the CLAST or has applied for and received exemption based on GPA
- Meet the requirement of a clear record for the Volunteer & Employee Criminal History System (VECHS) Level II background check. (Check is done by FDLE & FBI – Please note that criminal (Expunged and Sealed) records are open to evaluation pursuant to the National Child protection Act of 1993, as amended, and section 943.0542, Florida Statutes)
- Attend the mandatory BSW Student Pre-Placement Meeting
- Attend the mandatory BSW Student Field Placement Orientation

The BSW Office of Field Education cannot guarantee a practicum site for a student with a criminal history. A degree cannot be awarded to a student that cannot enter the field practicum. My signature below indicates I have read, agree to abide by and understand this document.

__________________________________________          ______________________________________
(Student Signature)         (Print Name)

__________________________________________
(Date)

___________________________________________          ______________________________________
(Faculty Signature)                            (Date)
VECHS WAIVER AGREEMENT AND STATEMENT
Volunteer & Employee Criminal History System (VECHS)
for Criminal History Record Checks
under the National Child Protection Act of 1993, as amended,
and Section 943.0542, Florida Statutes

Pursuant to the National Child Protection Act of 1993, as amended, and section 943.0542, Florida Statutes, this form must be completed and signed by every current or prospective employee, volunteer, and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (enter Name of Qualified Entity) Florida A&M University, Dept. Of Social Work to submit a set of my fingerprints and this form to the Florida Department of Law Enforcement for the purpose of accessing and reviewing Florida and national criminal history records that may pertain to me. I understand that I would be able to receive any national criminal history record that may pertain to me directly from the FBI, pursuant to 28 CFR Sections 18.30-46.34, and that I could then freely disclose any such information to whoever I chose. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended, and Section 943.0542, Florida Statutes.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check on me has previously been requested by:

Florida A&M University, Dept of Social Work- V37020006

I ___ have OR ___ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:


I ___ do OR ___ do not authorize you to release my criminal history records, if any, to other qualified entities.

I am a current or prospective (check one):  Employee [ ] Volunteer [X] Contractor/Vendor [ ]

Signature: ___________________________ Date: ___________________________

Printed Name: ___________________________

Address: ___________________________

Date of Birth: ___________________________

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: Florida A&M University, Department of Social Work

Address: 301 Ware-Rhaney Building, Tallahassee, FL 32307-3500

Telephone: (850) 599-3456 Fax: (850) 599-3215

FDLE Assigned Qualified Entity Number: V37020006

ORIGINAL - MUST BE RETAINED BY QUALIFIED ENTITY
COPY - SEND TO FDLE WITH FINGERPRINT CARD
ASSUMPTION OF RISK AND RELEASE

The undersigned individual, a student at Florida A&M University, certifies that he/she is in good physical health and able to participate in the internship program provided for him/her at

______________________________________________________________________
Name of Agency
______________________________________________________________________
Address of Agency

The undersigned individual also understands that because of the possible risk involved in performing agency services at the practicum facility provided by for the period commencing on __________________________ and concluding on __________________________,

Date              Date

that he or she should be covered during said period by a private medical, vehicle insurance, and liability policy and further that the Florida A&M University does not provide such insurance or otherwise indemnify the individual against injuries or other liabilities arising out of said internship program.

Therefore, the undersigned hereby assumes the risk and responsibilities involved in such participation and agrees to indemnify, defend, and hold harmless the internship agency, the Florida A&M University, the State of Florida, or any person acting on its behalf, from and against any claim or demand for loss, liability or damage, including, but not limited to, claims for property damage, personal injury of death, by whomsoever brought, arising from any accident or incident arising out of or connected with his/her participation as aforesaid, or growing out of or caused by any other activities of the undersigned during such participation in said internship program.

______________________________________________________________________
Name of Participant (Print) Signature of Participant

Dr. Brenda Jarmon
Name of University Official

Signature of University Official

Chairperson, Department of Social Work
Title of University Official

Date
Please fill out this form and return to the Office of Field Education at the above address. It will help insure smooth communication between this office and the field practicum student during the course of the field experience.

Thank you for your cooperation!

DATE: ____________________________________

NAME: _____________________________________________________

CURRENT ADDRESS: ________________________________________________________________

PERMANENT ADDRESS: ________________________________________________________________

PHONE: _______________________  CELL: ________________________

E-MAIL: ______________________________________

AGENCY NAME: ________________________________________________________________
BSW APPLICATION FOR FIELD PLACEMENT

Placement Period:  { } Fall, year: ________  { } Spring, year: ________  { } Summer, year: ________

Type of Placement:  { } Block (40 hours per week for one semester) or { } Part-time (20 hours per week over two consecutive semesters)

Name: _______________________________________________  Sex: { } Male  { } Female

I D Number: ___________________________________________  Date of Birth: ____________________

Local Address: _________________________________________

                  Phone: (______) _____________________________

                  Cell: (______) _____________________________

Permanent Address: _______________________________________

                  Phone: (______) _____________________________

In case of emergency while in field practicum, contact:

Name: ___________________________  Relationship: ___________________  Phone: _____________________

Address: _____________________________________________

Are you currently employed?  { } Yes  { } No  If yes, hours worked per week ________

Will you need to continue working during your enrollment in the practicum?  { } Yes  { } No

Note: If an applicant must work during field, it is the applicants’ responsibility to work around their field hours. It is not the responsibility of the agency or BSW Program to accommodate an applicants’ work schedule.

Employer Name: ________________________________________

Address: _______________________________________________

Will you have the use of a vehicle during your placement?  { } Yes  { } No

If no, how do you plan to manage without one (daily travel to the agency, visit clients, etc). ___________________________

If yes, are there any restrictions on its use, explain: ___________________________________________________________

Do you have liability insurance on this vehicle?  { } Yes  { } No
Identify any language other than English in which you have fluency: ________________________________

Writing: ________________________    Speaking: ____________________     Reading: ____________________

CRIMINAL HISTORY

IF YOUR ANSWER YES TO THE QUESTION BELOW, ATTACH TO THIS APPLICATION IN A SEALED ENVELOP MARKED “CONFIDENTIAL” A STATEMENT OF RELEVANT FACTS FOR ALL INCIDENTS AND FURNISH THE BSW OFFICE OF FIELD EDUCATION WITH COPIES OF ALL OFFICIAL DOCUMENTS EXPLAINING THE FINAL DISPOSITION OF ALL PROCEEDINGS. If your records have been expunged pursuant to applicable law, you are not required to answer yes to the question below. If you are unsure whether to answer yes, we strongly recommend answering yes and fully disclosing all incidents. It is important to understand that expunged records can be accessed under Level II – Volunteer Employee Criminal History System (VECHS) record screening. This screening is performed by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). Pursuant to Florida law, the Office of Field Education cannot guarantee a field practicum site for a student with a criminal record history.

Have you ever been charged with a violation of law resulting in, or still, that could result in, deferred prosecution, probation, community service, community control, restitution, monetary fine, a jail sentence, or revocation or suspension of your driver’s license (including traffic violations resulting in a fine or $200 or more), regardless of plea or whether adjudication of guilt or imposition of sentence was suspended, deferred, or withheld.

{   } Yes    {   } No

DRUG AND ALCOHOL HISTORY

Are you currently or have you ever been in a Drug and/Alcohol Treatment or Detoxification Center as a client?

{   } Yes    {   } No

If yes, please explain the circumstances of your treatment(s). If additional space is needed, please attach your explanation to this document:

_________________________________________________________________________________________________
_________________________________________________________________________________________________

Dates of treatment(s):

_______________________________________________________________________________

Name and address of facility:

_________________________________________________________________________________________________

Did you complete the treatment(s):     {  } Yes   {  } No

If no, please provide an explanation. If additional space is needed, please attach your explanation to this document:

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
MENTAL/EMOTIONAL HISTORY

Are you currently or have you ever undergone counseling/psychotherapy? (Including support groups/self help programs such as AA) { } Yes { } No

If yes to the aforementioned question, without detail, what is the nature of the issues/problems for which you are or have received counseling/psychotherapy? (Attach additional sheets if necessary)

_________________________________________________________________________________________________
_________________________________________________________________________________________________

Have you ever been hospitalized for mental/emotional problems? { } Yes { } No

If you answered “yes” to the above question, please indicate the following information for each hospitalization (Attach additional sheets if necessary).

Dates of hospitalization

________________________________________________________________________________________

Name and location of hospital

___________________________________________________________________________________

PREVIOUS WORK OR VOLUNTEER EXPERIENCE

List name of agencies and describe below the nature of your activities (indicate Paid or Volunteer).

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

FIELD PRACTICUM INTEREST

Please rank (at least five (5) choices) your preferences in service. Use “1” for the most preferred, “2” for the next most preferred, and etc.

_____ Aging
_____ Alcoholic Rehabilitation
_____ Child Welfare
_____ Corrections (Adults)
_____ Drug Abuse
_____ other, specify: ________________________________

Mental Health
Developmental Disabilities
Public Welfare
Schools (At-Risk Youth Only)
Public Health
Delinquency (Juveniles)

Which is more important to you, your field placement interest or your field placement location? Explain:

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
Are there any factors that you anticipate which could impact your field placement? (i.e., medical, personal, legal, etc.)
Explain:

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Your field practicum should be a planned and structured learning experience with opportunities to provide services at the micro, mezzo and macro level. In a narrative form, describe in what field of practice you would like to work and why? What do you hope to learn from your field practicum experience and how do you plan to utilize the knowledge, skills and values you learn as a professional social worker? Please attach your narrative to this sheet. It should be a minimum of three paragraphs.

ACADEMIC RECORD  Total hours completed _____  CLAST Scores:  Math _____  Essay _____
Overall GPA _____  Reading _____  Writing _____

Please list courses in which you are currently enrolled:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester/Year</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3103</td>
<td>Human Behavior Across the Life Cycle</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3203</td>
<td>Introduction to Social Work</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3230</td>
<td>Social Welfare History</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3232</td>
<td>Policy Analysis</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3341</td>
<td>Social Work Practice I</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3350</td>
<td>Interviewing and Recording</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 3801</td>
<td>Self Awareness</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4322</td>
<td>Social Work Practice II</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4343</td>
<td>Social Work Practice III</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4403</td>
<td>Research Methods</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4414</td>
<td>Measurements in Social Work Practice</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4104</td>
<td>Human Behavior in the Social Environment</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW Elective</td>
<td></td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW Elective</td>
<td></td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4510</td>
<td>Field Experience in Social Work</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW 4522</td>
<td>Integrative Field Seminar</td>
<td>03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List any course(s) which you have yet to take during the field placement:

_________________________________________________________________________________________________
_________________________________________________________________________________________________

Anticipated Graduation Date:  Semester and Year ________________________________________________
Statement of Understanding

I hereby sign and date this application with the understanding that all of the information contained herein is true. I acknowledge, in keeping with University policy, 6C3-2.012 (10) (F), F. A. C., that if I knowingly, with the intent to deceive, falsify records or give misleading information, oral or written, is subject to charges of deliberate deception. Any deception will be reported to the BSW Program Director, Chair, and BSW Committee with a recommendation ranging from reprimand to permanent expulsion from the Program. I further understand that the BSW Office of Field Education cannot guarantee a field practicum site in the event of (a) criminal history; this includes sealed and expunged records. I also understand that the Student Professional Liability Insurance Program which provides liability protection, cannot guarantee coverage on applicants with a criminal history as this is done on a case by case basis. The insurance company, as with many insures reserve the right to make the final decision on any applicant that may present a liability concern to the insurer. The liability application further states that “Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete or misleading information is guilty of a felony in the third degree.” I therefore acknowledge that if I am unable to acquire professional liability insurance through the Insurance Trust, I will not be permitted to enter field practicum as this is required by the BSW Field Education Program. This office will make a total of three (3) attempts to secure a practicum site. If the results of these attempts prove to be unsuccessful, and or I am unable to get liability insurance, I understand I cannot continue my education toward the BSW degree. This decision is final.

________________________________________________________________________________________________

Student Signature       Date

________________________________________________________________________________________________

BSW Field Coordinator Signature     Date
Importantly: Students should only sign and date this form below. This document is intended for office use only.

<table>
<thead>
<tr>
<th>Name __________________________________________</th>
<th>ID# _________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year _________________________</td>
<td>SOW GPA ___________</td>
</tr>
<tr>
<td>Completion of CLAST: {     } Yes {     } No</td>
<td>Exemption from CLAST: {     } Yes {     } No {     } N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course(s) currently enrolled</th>
<th>Credit Hour(s)</th>
<th>Course(s) to be Taken during field placement</th>
<th>Credit Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total ________</td>
<td>Total _______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

{     } I **do** recommend student for Field Placement.  {     } I **do not** student for Field Placement.

Comments:
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Student Signature __________________________  Date __________

Advisor Signature __________________________  Date __________

Field Coordinator Signature _________________  Date __________

Program Director Signature __________________  Date __________

Chair Signature ______________________________  Date __________
FIELD INSTRUCTOR INFORMATION FORM  
BSW PROGRAM  
(Attach a copy of your degree(s) to this document)

Name: ___________________________________________ Date: __________________

Agency: ______________________________________________________________________

Agency Address: _______________________________________________________________

Agency Phone#: _______________________________ Cell#: ________________________

Agency Email: ________________________________ Fax#: ________________________

Job Title: _____________________________________________________________________

LICENSED SOCIAL WORKER

___ No (if no, please go to the next section: Undergraduate College Experience)     ____ Yes

LEVEL OF LICENSURE: (check ALL that apply below)

_____________________ License#  __________ Pending

___ Licensed Social Worker   ____ Licensed Graduate Social Worker

___ Licensed Independent Social Worker   ____ Licensed Independent Clinical Social Worker

___ Other (explain)

UNDERGRADUATE COLLEGE EXPERIENCE: [ATTACH ADDITIONAL SHEET(S)]

Name of College/University: _____________________________________________________

Location: _____________________________________________________________________

Major: ____________________________ Minor: ________________________________
GRADUATE EXPERIENCE: (you may attach a copy of your resume in lieu of the following).

Name of College/University: ______________________________________________________
Location: ______________________________________________________________________
Major: __________________________ Minor: __________________________
Year of Graduation: _______________ Degree earned: __________________________

PROFESSIONAL WORK EXPERIENCE (list current position first):

Agency Name: __________________________________________________________________
Agency Supervisor: ______________________________________________________________
Location: ______________________________________________________________________
Job Title: __________________________ (Circle ONE): Full Time Part Time
Dates Worked at the Agency: From ____________________ To _________________
                                 Month & Year                  Month & Year

PROFESSIONAL WORK EXPERIENCE

Agency Name: __________________________________________________________________
Agency Supervisor: ______________________________________________________________
Location: ______________________________________________________________________
Job Title: __________________________ (Circle ONE): Full Time Part Time
Dates Worked at the Agency: From ____________________ To _________________
                                 Month & Year                  Month & Year

Agency Name: __________________________________________________________________
Agency Supervisor: ______________________________________________________________
Location: ______________________________________________________________________
Job Title: __________________________ (Circle ONE): Full Time Part Time
Dates Worked at the Agency: From ____________________ To _________________
                                 Month & Year                  Month & Year
Your signature reaffirms your intention to provide direct supervision for the social work student(s) placed in your agency and to fulfill the following:

1. Attend program orientation session held by the BSW Field Coordinator prior to the academic semester of placement.

2. Attend seminar, workshops, and other special activities arranged by the BSW Field Coordinator or Faculty.

3. Select appropriate assignments and with the student(s), create a learning contract which reflects the learning opportunities and expectations of generalist practice.

4. Provide for the student(s) an orientation to agency and assign task.

5. Provide a minimum of one (1) hour per week of formal supervision for the purpose of providing feedback, education and use of self as a professional model for the student(s).

6. Provide ongoing supervision and evaluation of your assigned student(s) throughout the placement.

7. Participate in the agency site visit(s) and evaluation meetings with the student(s) and Field Faculty Liaison throughout the field placement.

8. Complete and submit requested materials to the Social Work Department, e.g., Field Instructor Information Form, Midterm Evaluation, etc. by the due date specified on the Academic Calendar.

9. Notify the Field Faculty Liaison or Field Coordinator of any problems or questions as soon as they become evident.

Signature: ____________________________ Date: ______________

7/06 Field Instructor Info
AGENCY DATA SHEET FOR FIELD PRACTICUM

Name of Agency: _______________________________________________________________

Address: ______________________________________________________________________

Telephone: ______________________________  Fax#: _________________________

Email Address: _________________________________________________________________

Agency Director: ________________________________ Telephone: _____________________

Director’s Email: ________________________________

Agency Field Coordinator: ________________________ Telephone: _____________________

Coordinator’s Email: _____________________________

MSW Field Instructor: ____________________________ Telephone: _____________________

Field Instructor Email: _____________________________

Task Supervisor: _________________________________ Telephone: ______________________

Task Supervisor Email: _____________________________________________________________
Description of client population served: (category, age, gender, characteristics, etc.)

Description/characteristics of preferred student for field practicum:

Please describe all BSW student functions, duties, and task in the practicum setting. **Please check ALL that apply.**

- ____ Assessments & Intakes
- ____ Social/Psychosocial Histories
- ____ Supportive Counseling
- ____ Problem Solving Counseling
- ____ Case Management of Small Caseload
- ____ Progress Recording
- ____ Recreational Activities With Clients
- ____ Home Visits
- ____ Teaching or Educational Activities
- ____ Networking
- ____ Monitoring
- ____ Other (Specify):
- ____ Discharge Planning
- ____ Client Advocacy
- ____ Recruiting
- ____ Case Presentations
- ____ Transportation of Clients
- ____ Group Work
- ____ Participation In Staff Meetings
- ____ Consultation
- ____ Crisis Intervention
- ____ Interviewing
- ____ Referring

Maximum number of student’s agency/program can serve per semester _________.

105
Please indicate which semester(s) your agency prefers for accepting practicum students. *(Please check ALL that apply).*

- ___ Fall Semester
- ___ Spring Semester
- ___ Summer Semester

Practicum schedule available to BSW level students: *(Please check ALL that apply).*

- ___ Daytime
- ___ Nighttime
- ___ Evenings
- ___ Weekends

Is the field instructor available to monitor, guide, and support the student learner during the schedule listed above:

- ___ Yes  ___ No (if no, please indicate below the employees job title and credentials responsible for monitoring the students’ learning task during evenings and weekends.

Operational hours of agency/program:

Are students required to undergo a criminal record background check: ___ Yes  ___ No

(If yes, please indicate if the check is a *local, statewide, or national* *(Circle your response).*

The practicum student will have reasonable access to the following *(Check ALL that apply).*

1. ___ Computer
2. ___ Facsimile machine
3. ___ Copier
4. ___ Telephone
5. ___ Desk & Chair
6. ___ Client files/records
7. ___ Office Supplies

Should the student be required to have accessibility of an automobile? ___ Yes  ___ No

Are students reimbursed for work related travel? ___ Yes  ___ No

Will the student be required to transport clients? ___ Yes  ___ No

Is a stipend available? ___ Yes  ___ No

List any special requirements or preferences below:

---

Signature ___________________ Title ___________________ Date ____________

7/06 Agency Data
## Field Experience
### Student Activity Log

**Student:** ______________________________________________   **Agency:** ______________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>ACTIVITY/ DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WEEKLY PRACTICUM LOG

STUDENT: ____________________________  DATE: ____________________________

Instructions: The log is used on a weekly basis and submitted to your Integrative Seminar instructor. It must be typed. It is used to reflect on significant issues, developments, or problems in the areas listed below. Students are encouraged to share items listed on the log during the Integrative Field Seminar class. It is anticipated this process will promote an atmosphere for individual growth and professional development. It should serve as an opportunity to integrate the realities of social work practice in a classroom setting.

1. Self-awareness in the field:

2. Practice successes:

3. Practice concerns:

4. Most difficult practice situations:
5. Stressful situations or events:

6. Relations with program staff and other field practicum students:

7. Ethical dilemmas:

8. Organizational constraints or opportunities:

9. Supervisory experiences with field instructor and task supervisor:

10. Observations in practicum that relate to social and/or economics justice (pros or cons):

11. Additional Notes:
**LEARNING FOCUS** | **ACTIVITY PLAN** | **TARGET DATES**
---|---|---
1. Learn about Florida State Hospital | a. Pre-service Training with Standards Specialist  
b. Talk with supervisor about history of FSH | 02-15-06
2. Learn about FSH residents and history | a. Review residents’ records and discuss history with supervisor. | 04-20-06
3. Understand the Fl. Statutes 394 & 916 related to commitment status of residents | a. Review at least one resident case in each commitment status.  
b. Observe Baker Act hearing | 04-20-06
4. Learn role Social Worker’s role in service team. | a. Observe social worker in team meetings.  
b. Ask questions of social worker about role in meeting  
c. Participate in service team as a member | 04-20-06
5. Learn how to write a comprehensive psycho-social history. | a. Write at least two comprehensive psycho-social histories.  
b. Receive feedback from supervisor. | 03-14-06
6. Perform all written requirements pertaining to the job. | a. Complete progress notes, monthly summaries Pre-SIP notes. | 04-20-06
7. Become proficient in the interview process. | a. Complete at least four resident interviews with accompanying follow-up and documentation. | 04-20-06
8. Learn client advocacy within the Mental Health system | a. Learn channels to go through to deal with barriers to advocacy.  
b. Learn about community resources to help advocate for the consumer. | 03-14-06
9. Gain knowledge of the networking system throughout the hospital. | a. Attend/ Observe in four committees.  
b. Observe field instructor within the committee setting. | 03-24-04
10. Receive feedback about my progress. | a. Meet with task supervisor to review my work at least once a week | 04-20-06
b. Meet with agency supervisor as indicated for review and feedback.  

<table>
<thead>
<tr>
<th>11. Community trips to photograph and obtain information for the purpose of identifying potential discharge environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Travel to at least 2 residential facilities in the community</strong></td>
</tr>
<tr>
<td>b. Interview potential discharge environments, complete information form for website and take photographs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Assist in coordinating a hospital wide event with multiple departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Attend committee meetings</td>
</tr>
<tr>
<td>d. Complete assigned action steps timely</td>
</tr>
<tr>
<td>e. Communicate project updates, as indicated, with committee team leader</td>
</tr>
</tbody>
</table>

### STUDENT DAILY WORK SCHEDULE

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFF</td>
<td>8:00-5:00</td>
<td>8:00-5:00</td>
<td>8:00-5:00</td>
<td>8:00-5:00</td>
<td>8:00-5:00</td>
<td>OFF</td>
</tr>
</tbody>
</table>

- Weekly supervision by field instructor (day and time): **Thursdays 3:30**
- Lunch Break (approximation): **30 minutes**
- All block placement students must complete a minimum of 40 hours per week. Part-time students must complete a minimum of 20 hours per week.

Student Signature: ___________________________ Date: _____________

Task Supervisor Signature: ___________________________________________ Date: _____________

Field Instructor Signature: ___________________________ (If applicable) Date: _____________

Faculty Liaison Signature: ___________________________ Date: _____________
FIELD PRACTICUM LEARNING

Agency Name: ________________________________

Student Name: ________________________________

Semester/Year: ________________________________

<table>
<thead>
<tr>
<th>LEARNING FOCUS</th>
<th>ACTIVITY PLAN</th>
<th>TARGET DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STUDENT DAILY WORK SCHEDULE**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

* Weekly supervision by field instructor *(day and time)*: ____________________________________________

* Lunch break (approximation): 30 minutes, 45 minutes, 1 hours, *(circle one)*

* All block placement students must complete a minimum of **40 hours** per week.  
* Part-time students must complete a minimum of **20 hours** per week.

Student Signature: ____________________________ Date: __________________

Task Supervisor Signature: ____________________________ Date: __________________  
*(if applicable)*

Field Instructor Signature: ____________________________ Date: __________________

Faculty Liaison Signature: ____________________________ Date: __________________
MONTHLY RECORD OF FIELD PLACEMENT HOURS
TIME SHEET
BSW PROGRAM

Field Student Name: ______________________________________________________

Field Instructor Name: __________________________________________________

Agency Name: ___________________________________________________________

Semester: ________________  Month: ________________  Year: _______

Total Hours From Previous Month: ________________

<table>
<thead>
<tr>
<th>Placement Week</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Additional Time Earned During Week</th>
<th>Total Hours Earned During Week</th>
<th>Compensatory Time Used During Week</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours Carried Forward To Next Month __________

Field Instructor’s Signature: ______________________________ Date:_____________

7/06 Monthly Record
EXPLANATION OF THE UNDERGRADUATE FIELD EVALUATION PROCESS

To evaluate the student’s social work practice competence, the field Instructor and student jointly review the Student’s performance in terms of the criteria specified in this evaluation instrument. Following their review and discussion, the Field Instructor completes this instrument using the following scale to evaluate the Student’s practice performance:

4 = The Student clearly demonstrates this ability.
3 = The Student demonstrates this ability with some direction required.
2 = The Student has some ability in this area, but performance is sporadic and requires close supervision.
1 = The Student does not demonstrate this ability.
N/A = Does not apply.

Following completion of this instrument, the Student reviews it and writes comments in the section indicated. If the Student wishes, she/he may append an additional statement to the instrument. The Field Instructor, Student and Task Supervisor (if applicable) sign and date the instrument. The Field Instructor sends the instrument to the Field Coordinator who reviews and confirms the grade recommendation. The document should be placed in a sealed envelope with the word “confidential” stamped across the label, with the instructor’s signature. This document should be forwarded to:

Wanda Jackson, MSW  
BSW Office of Field Education  
Department of Social Work  
1339 Wahnish Way  
Suite 300 Benjamin Banneker Building B  
Florida A&M University  
Tallahassee, FL 32307

NOTE: This instrument is used in both the midterm and final evaluation process. Two copies of this document should be made in order that both the Field Instructor and the Student have one for their individual files. The original document should be returned to the BSW Field Coordinator at the above address.
EVALUATION PERFORMANCE

_____ Mid-Term Evaluation  _____ Final Evaluation

Student Name: ________________________________________________________________

Agency Name: ________________________________________________________________

Street Address: ________________________________________________________________

City, State, Zip Code: ___________________________________________________________

Field Instructor: _______________________________________________________________

Instructor Telephone: (           ) _______________________

Semester:   [ ] Fall  [ ] Spring  [ ] Summer  Year: ______________

---------------------------------------------------------------

SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES
(List responsibilities below)
**A. Understanding of Agency Context and Practice**

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and define the purpose, functions, and service programs(s) of the placement agency.</td>
</tr>
<tr>
<td>Analyze the agency’s purpose and function as a response to community needs.</td>
</tr>
<tr>
<td>Explain the placement agency’s role in the community’s network of social services.</td>
</tr>
<tr>
<td>Demonstrate understanding of the placement agency’s organization and the role and function of social work with the agency.</td>
</tr>
<tr>
<td>Contribute responsibility to the development and improvement of social work services within the agency.</td>
</tr>
<tr>
<td>Function as a responsible representative of the agency in his/her work with clients, colleagues, and agency staff and community contacts.</td>
</tr>
<tr>
<td>Explain how federal, state, or local policies sanction and structure the agency services.</td>
</tr>
<tr>
<td>Explain how agency policies, protocols, or procedures structure social work practice in the agency.</td>
</tr>
<tr>
<td>Explain how agency policies, protocols, or procedures promote social and economic justice.</td>
</tr>
</tbody>
</table>

Comments: (list below)
### B. Community Relationships and Utilization of Resources

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of community, social, economic, cultural, and political policies that influence the agency’s purpose, function, services, and clientele.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify other agencies of the community, explain their relationship to the placement agency and delineate areas of overlap and gaps in services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to identify sources of help outside the placement agency for clients whose needs cannot be met by the placement agency’s services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate skill in establishing professional relationship with community contacts and institutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
### C. Social Work Practice: Organizational Skills

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use time effectively to make maximum use of learning opportunities in the agency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use judgment and flexibility in the use of time, including adjusting his/her weekly schedule when necessary or appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete necessary activities including procedural tasks, forms, chart notes, letters, and process recordings promptly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate effectively in a professional manner in field instruction conferences, unit and/or team meetings, and other professional activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write in a clear professional style consistent with agency requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
### D. Social Work Practice: Interviewing and Relationship Skills

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define a professional social work relationship and explain how it differs from other kinds of relationship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the issues of confidentiality and its impact on practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate interest, concern, acceptance, empathy, understanding of and respect for clients, colleagues, and agency staff and community contacts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage clients in social work process, including ability to facilitate their active participation in decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
### E. Social Work Practice: Analytic Skills

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect data relevant to the problem for which help is sought, including critical information provided by those involved in the situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish between presenting and underlying problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and accurately assess the social, political, economic, psychological, and biological factors, influencing the problem situation and its resolution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess both the strengths and weaknesses of those involved in the situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate with clients or others involved in the situation, and appropriate assessment of the problem to be resolved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritize difficulties in problem resolution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate with clients or others involved in the situation and intervention plan which defines clear goals and expectations for all parties including the social worker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate sensitivity to and respect for human diversity and its influence on all components of the helping profession (including issues of race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate sensitivity to and respect for issues of social and economic justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
### Social Work Practice: Intervention/Problems-Solving Skills

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply pertinent theoretical and verified knowledge of problem-solving process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceive and use verbal and nonverbal behavior to further the problem solving process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritize the problem solving process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use ongoing assessments to modify the helping process appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond effectively to the resistance or ambivalence of clients, if applicable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiate beginnings, middles, and ends in the helping process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
G. Development of Social Work Professionalism

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the nature and purposes of social work as differentiated from other helping professions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to examine social problems and contribute to the dialogue regarding solutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to apply to knowledge and skills studied in the Foundation Curriculum courses to ones’ practice in the agency setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to use social work philosophy, values, goals, and ethics to guide his or her practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhere to the Social Work Code of Ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to identify and examine one’s own strengths and limitations as a social worker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to take active measures to strengthen weaknesses in her/his performance as a social worker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate collegial relationships with other professionals and staff members in the placement agency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate awareness and understanding of the way one’s personal behavior impacts relationships with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate respect and concern for all people, including those of varying races, ethnicities, cultures, genders, sexual orientations, religions, physical or mental abilities, ages, and national origins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to promote social and economic justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to control personal biases and/or value positions in interactions with clients, colleagues, agency staff and community contacts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize responsibility for ongoing education and development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
### H. Use of Field Instruction

<table>
<thead>
<tr>
<th>In her/his practice in this placement agency, the student is able to:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept the role and function of the field instructor as a teacher and supervisor of his/her practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare thoughtful questions for field instruction conferences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify, request, and make active use of needed direction from the field instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate with the field instructor in developing relevant practice tasks to attain specific field learning objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare written materials that effectively demonstrate evolving social work practice knowledge and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request, accept, and make appropriate use of critiques of one’s own practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accept responsibility for professional behavior in the placement agency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (list below)
SUMMARY OF STUDENT ACHIEVEMENT OF
BSW FIELD INSTRUCTION LEARNING OBJECTIVES

Student’s strengths:

Student’s limitations or areas identified for additional experience:

Student’s comments:

GRADE RECOMMENDATION: (check only ONE)

[ ] A+ 100  [ ] B+ 89  [ ] C+ 79  [ ] D+ 69
[ ] A  95  [ ] B  85  [ ] C  75  [ ] D  65
[ ] A- 90  [ ] B- 80  [ ] C- 70  [ ] D- 60
[ ] F  59 & below

Student Signature: ____________________________ Date: _________
Task Supervisor: ______________________________ Date: _________
Field Instructor: ______________________________ Date: _________
Faculty Liaison: ______________________________ Date: _________
Field Coordinator: _____________________________ Date: _________

7/06 Evaluation Performance
STUDENT EVALUATION OF FIELD PLACEMENT
BSW Program

Name: ________________________________________________________________________

Agency Assigned: ________________________________________________________________________

Period Covered: From: _______________________ To: __________________________

Please complete the following form. It will be used as part of the data for assessment of agencies and for agency selection for future use.

<table>
<thead>
<tr>
<th>AGENCY:</th>
<th>YES</th>
<th>NO</th>
<th>UNCERTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the agency provide written copies of its rules and regulations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the agency provide easy access to records for learning experiences?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there evidence that the agency staff members were prepared for the arrival of students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were opportunities available for exposure to the total operation and activities of the agency?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPERVISION:</th>
<th>YES</th>
<th>NO</th>
<th>UNCERTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were appropriate learning experiences available during the semester?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you have access to agency personnel when needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were weekly supervisory/instructional conferences held?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SERVICE/LEARNING ACTIVITIES:</td>
<td>YES</td>
<td>NO</td>
<td>UNCERTAIN</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----------</td>
</tr>
<tr>
<td>Were there service/learning experiences that involved engagement with ____ individuals ____ groups ____ organizations ____ And communities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were there opportunities to engage ____ clients to assist clients in ____ Assessing problems to review alternatives with ____ clients?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there evidence of social work values in agency policy and practice ____?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were there opportunities to explore client needs beyond agency services ____ and to discuss community issues ____?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were there opportunities for understanding the interrelationships between practice evaluation and research?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPRESSIONS:**

Were the supervisory sessions beneficial? (Explain) _____ yes _____ no

Do you feel the learning contract established at the beginning of your placement was appropriate? Why? (In your answer briefly describe your major placement duties).
How would you evaluate your own performance and progress during placement? (Be sure to indicate what you believe were major areas of learning for you).

What factors contributed to or detracted from the learning experiences available to you during placement? (In your response, note if you were not given certain assignments that you believe were essential learning experiences).

How did your field instructor help you achieve your learning objectives?
If applicable, how did your Task Supervisor help you achieve your learning objectives?

What recommendations do you have for improving the supervision provided during placement?

What recommendations do you have for improving the agency as a placement for future field students?
Other comments (e.g., your evaluation of the field faculty’s role during placement, value of the agency interview or orientation workshops, etc.).

Did you request the agency placement to which you were assigned _____? (If NO, explain).

Would you recommend this agency to other students? (Explain)
Please include any other pertinent information:

Student Signature                      Date

7-06 Student Eval of Field Placement
### Florida A&M University - College of Arts & Sciences
#### Course of Study: Bachelor Degree in Social Work

**EVALUATION FORM**

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>SEM</th>
<th>YEAR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 2010 or 2020</td>
<td>American History</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMH 2091</td>
<td>African American History</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 1005</td>
<td>Biology</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Communicative Skills I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Communicative Skills II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC 1105 or 1106</td>
<td>College Algebra or Liberal Arts Math I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGF</td>
<td>Liberal Arts Math II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS</td>
<td>American National Gov’t</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLS 1101</td>
<td>College Orientation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**30 HRS**

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>SEM</th>
<th>YEAR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 1102 or PSC 1121</td>
<td>Astronomy or Physical Science w/lab</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 2013 or 3040</td>
<td>Principles or Consumer Economics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENC 2300</td>
<td>Improved Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC 1100</td>
<td>Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 2012</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPC 2600</td>
<td>Public Speaking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYG 2000</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYG 3010</td>
<td>Social Problems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**31 HRS**

*Admission to the program in social work is by application & requires that students have been admitted to the University. Pre-majors MUST still submit a Social Work Application to be accepted to upper division. All parts of the CLAST MUST be satisfied by completion of 90 hours.*

<table>
<thead>
<tr>
<th>SEMESTER I - JUNIOR YEAR</th>
<th>SEM/Grade</th>
<th>SEMESTER II - JUNIOR YEAR</th>
<th>SEM/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3103 Human Behavior</td>
<td>SEM</td>
<td>SOW 3350 Interview &amp; Record</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 3203 Intro to Social Work</td>
<td>SEM</td>
<td>SOW 4322 Practice II</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 3341 Practice I</td>
<td>SEM</td>
<td>SOW 4403 Research Methods</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 3230 Social Welfare Hist</td>
<td>SEM</td>
<td>SOW 4104 HBSE: Life Cycle</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 3801 Self Awareness</td>
<td>SEM</td>
<td>SOW Elective</td>
<td>SEM</td>
</tr>
</tbody>
</table>

**15 hrs**

**CLAST Read: **

**Writing: **

**Math: **

**Essay: **

**Exempt: **

<table>
<thead>
<tr>
<th>SEMESTER III - SENIOR YEAR</th>
<th>SEM/Grade</th>
<th>SEMESTER IV - SENIOR YEAR</th>
<th>SEM/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4343 Practice III</td>
<td>SEM</td>
<td>SOW 4510 Field Experience (12)</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 4414 Res/Measurements</td>
<td>SEM</td>
<td>SOW 4522 Integrative Sem (3)</td>
<td>SEM</td>
</tr>
<tr>
<td>SOW 3232 Policy Analysis</td>
<td>SEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOW Elective</td>
<td>SEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>SEM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**15 hrs**

**TOTAL HOURS 121**

(revised 1/05)
**Florida A&M University - College of Arts & Sciences**

Course of Study: Bachelor Degree in Social Work

**EVALUATION FORM**

<table>
<thead>
<tr>
<th>Student:</th>
<th>SS#:</th>
<th>ID#:</th>
</tr>
</thead>
</table>

**PLEASE NOTE:**
- C or higher in ALL courses except Biology & Physical Science.
- **AA Degree** must transfer 60 hours or higher (Ds will NOT transfer as credit).
- A minimum of 121 hours needed to graduate.

<table>
<thead>
<tr>
<th>OTHER COURSES:</th>
<th>HRS</th>
<th>SEM/yr</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Total hours enrolled: ____________________
Total hours earned: ____________________
Overall GPA: ____________________

**APPROVAL FOR GRADUATION:**

Advisor Signature: ____________________ Date: ____________________
Program Director Signature: ____________________ Date: ____________________
Chairperson Signature: ____________________ Date: ____________________
Dean Signature: ____________________ Date: ____________________
Florida Agricultural and Mechanical University
Department of Social Work

BSW Field Practicum Agreement In Place of Employment

I. Agency Data:
Agency Name: _______________________________________________________________
Agency Address: ____________________________________________________________
Street City State zip
Phone: (____) ___________________________         Fax: (____) ______________________________
E-mail: ______________________________________________________________
Chief Administrator’s Name: ________________________________________________

II. Student Data:
Student’s Name: ___________________________________ ID#: __________________________
Length of Employment: _____________________________
Student’s Present Employment Status/Job Description: ___________________________
Current Assignment and Work Responsibilities: _________________________________
What will be the new or changing emphasis in the student’s field Placement? (Use separate sheet of paper and attach to this sheet if necessary).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

134
Student is employed in agency ________ hours per week. The number of actual clock hours allocated by the agency for the student for field placement and completion of educational learning objectives is ________ hours per week.

Please check the following:

_____ This is a summer semester practicum experience that requires a completion of 420 clock hours to meet the minimum standard established by the BSW program or;

_____ This is a fall/spring semester practicum experience that requires a completion of 540 clock hours to meet the minimum standard established by the BSW program.

The student will be permitted to leave the agency to attend the weekly Integrative Field Seminar class held on the University campus. The student will meet with the Agency Field Instructor for a period of one hour each week for a supervisory conference to discuss progress toward learning goals and any deficits noted in the student’s performance. The Field Instructor agrees to maintain a record of these meetings on the Supervisory Conference Forms. The forms must be submitted to the Field Faculty Liaison or Field Coordinator when the final evaluation is completed at the end of the semester. These meetings will have an educational focus.

This agreement meets the approval of the Agency Director/Administrator, Field Coordinator, Field Faculty Liaison, Field Instructor and Student as affixed by the signatures below:

Agency Administrative Director: ______________________________________________________
Date: ______________________________

Field Coordinator: __________________________________________________________________
Date: ______________________________

Field Faculty Liaison: _______________________________________________________________
Date: ______________________________

Field Instructor: ___________________________________________________________________
Date: ______________________________

Student: __________________________________________________________________________
Date: ______________________________
INTERVIEW QUESTIONS

1. What are your professional goals, and how has the BSW program helped you in achieving your goals?

2. How have you grown as a person in the last two (2) years and where do you see yourself personally and professionally in the next five (5) years?

3. Describe your personal strengths or qualities that contribute to your ability as a professional social worker.

4. What are some of your weaknesses (areas for further growth and development)?

5. What ethical principles and responsibilities form the basis of the social work profession? Why do you think they are important?

6. If you witness an activity that you believe to be unethical or against an agency policy, what would you do?

7. Of the four (4) primary areas covered in the curriculum over the past two (2) years (i.e. research, practice, policy and dynamics), how do they explain social work practice for you; and how are they important to social work practice?

8. What do you believe is the role of a professional social worker? How can you use yourself to influence professionalism in social work practice?

9. What is the most significant issue you learned or event experienced, during your studies in the social work program?

10. Do you have any concerns or issues relative to going into the field practicum or to the career practice of social work?

11. What, in your opinion, is/are the strength(s) of the BSW program?

12. If there is anything you could change or improve in the BSW program, what might that be?
EXIT INTERVIEW QUESTIONS

1. How would you rate your field practicum experience? Explain. (excellent) (good) (fair) (poor)

2. Do you plan to pursue a career in the same field of practice as your practicum? (if no, explain)

3. Were you offered employment at your field practicum site?

4. Do you plan to apply to graduate school? If yes, what schools have you applied to and were you accepted?

5. What are your short and long term career goals? What are your short and long term personal goals?

6. What is the most significant thing you learned or experienced in the BSW program that prepared you for your field practicum?

7. What events/situations were you least prepared for in the field placement that you feel isn’t adequately addressed in the BSW program?

8. What was the most significant thing you learned or experienced while in the field placement?

9. What has been the most significant thing you learned about yourself while in practicum?

10. If there is anything you could change or improve in the field placement process or BSW Program, what would it be? Explain.

11. Would you recommend the BSW program at FAMU to others? (If yes, why, if no, why not?)
# FIELD EDUCATION CONFERENCE FORM
## BSW PROGRAM

<table>
<thead>
<tr>
<th>☐ FALL, year _______</th>
<th>☐ SPRING, year _______</th>
<th>☐ SUMMER, year _______</th>
</tr>
</thead>
</table>

### STUDENT NAME

### FIELD INSTRUCTOR NAME

### NAME OF AGENCY

#### PURPOSE OF CONFERENCE:
- ☐ Agency Site Visit
- ☐ Observation of Student In Agency
- ☐ Consultation with Field Instructor/Task Supervisor
- ☐ Consultation with Agency Director
- ☐ Consultation with Student
- ☐ Other ____________________________

#### SUMMARY OF VISIT/COMMENTS:

---

FACULTY LIAISON SIGNATURE                  DATE
Agency: _________________________________  Student: _________________________

I. Date of weekly supervision conference:

II. Summary of topics and issues discussed in the conference:

III. Assignments or issues to address for next week's supervision conference:

IV. Areas of behavior or work identified for continued development. If unsatisfactory performance is noted, indicate behaviors to be demonstrated and the timeframe for meeting expectations.

_________________________________________   _______________________
Student Signature         Date

__________________________________________________   ____________________________
Field Instructor Signature       Date
Florida Agricultural and Mechanical University
Department of Social Work
Field Instructor’s Evaluation of the BSW Field Practicum

Semester: Fall, 20____  Spring, 20____  Summer, 20____

Field Faculty Liaison Name: _____________________________________________

Name of Student: _____________________________________________________

Name of Field Instructor: _______________________________________________

Name of Agency: _____________________________________________________

Address: ____________________________________________________________

Agency Telephone: ____________________________________________________

Please circle the numbered response that most accurately reflects your thoughts about the field practicum experience.  5 (Strongly agree), 4 (Agree), 3 (Somewhat Agree), 2 (Disagree), 1 (Strongly Disagree)

1. I was satisfied with the placement experience (interaction with the university faculty, initial interview meeting with student, weekly supervision conference with student etc).
   
   5   4   3   2   1

2. The field manual/packet of information received from the Field Coordinator at the beginning of the semester was helpful (i.e. Role of Student, Faculty Liaison, Field Instructor document; Academic Calendar, Learning Contract, etc.)
   
   5   4   3   2   1

3. The Field Faculty Liaison was available to address any questions or concerns I experienced during the semester.
   
   5   4   3   2   1

4. I felt supported by the FAMU BSW Field Program in my role as a Field Instructor
   
   5   4   3   2   1

5. The Field Faculty Liaison conducted at least one site visit this semester and reviewed the Learning Contract.

Yes   No
6. I have experienced difficult challenges this semester with the practicum and/or student(s). If yes, please explain below. Yes No

Comments:

7. I feel the FAMU BSW Program has adequately prepared the student to become a generalist professional social worker. Please write your comments below.

5  4  3  2  1

Comments:

8. I could recommend changes to improve the overall BSW and/or the Field Education Program. Please write your comments below. Yes No

Comments:

9. I would rate my overall experience as a Field Instructor this semester as:

5  4  3  2  1
(Outstanding) (Very Good) (Good) (Fair) (Poor)

(Thank you for completing and returning this evaluation. Your evaluation is appreciated.)
Florida A&M University

The Department of Social Work
Bachelor of Social Work Program

Statement of Confidentiality
Health Insurance Portability and Accountability Act
(HIPPA)

The undersigned hereby acknowledges his/her responsibility, under the Privacy Rule issued to the Health Insurance Portability and Accountability Act of 1996 (HIPPA), and the policies and standards and rules and regulations of the Agency(s) to which he/she has been assigned to obtain social work experience, to keep confidential any protected health information he/she obtains during such work experience(s). The undersigned agrees not to use or disclose any personally identifiable health information regarding any patient to any person or persons except authorized personnel or authorized by the Privacy Rule.

Violation of this Confidentiality Statement will result in your immediate dismissal from the Field Education Experience at the practicum site, and possible further disciplinary action by the Department.

Dated this ______ day of ____________________________ 20 _____

______________________________  _____________________________________
Printed Name of Student    Witness

Student Signature
The undersigned hereby acknowledges his/her responsibility, in accordance with the National Association of Social Workers (NASW) Code of Ethics to protect the confidentiality of all information obtained in the course of professional services, and the Integrative Field Seminar class, except for compelling professional or academic reasons. The undersigned further agrees not to intentionally or unintentionally use or disclose any personally identifiable information regarding any field practicum student to which he/she shares information in the Integrative Field Seminar class.

Violation of this Confidentiality Statement will result in disciplinary action by the Department.

Dated this __________ day of _______________________ 20 _____

______________________________________
Printed Name of Student

_______________________________________  ______________________________
Student Signature     Witness
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

BSW FIELD PACKET/MANUAL

I have received the BSW Field Packet/Manual from the Department of Social Work. I understand any questions or concerns I may have regarding policies and procedures relevant to field placement are contained in the manual and it is my responsibility to read it. I am also aware that I may contact the BSW Field Coordinator or the BSW Program Director with any further questions or concerns I may have about the Field Office’s policies and procedures.

I am aware that these policies and procedures are subject to change. I am aware that the Department of Social Work will keep the student body aware of these changes as they occur. I agree to abide by the policies and procedures contained in this packet/manual.

Student Signature: __________________________________________________

Date: _____________________________________

Field Coordinator Signature: __________________________________________

Date: _____________________________________
Dear Field Instructor/Task Supervisor:

Attached is a copy of the **Requisition for Intern Participation Certification** form, in appreciation for services rendered as a Cooperating Teacher (Field Instructor/Task Supervisor) for the Social Work Department at Florida A&M University. The BSW Office of Field Education wishes to issue you the Intern Participation Certificate.

I am requesting you complete the form as soon as possible as it may take a few weeks to process the document. Once the document is returned to my office, it will be forwarded to the Office of Auxiliary Services for processing and the final certificate will be mailed to you. This certificate will entitle the holder to exempt matriculation fees for up to six hours during one term of instruction, including credit courses offered through continuing education programs, at any State University.

Your support of field education at Florida A&M University is appreciated. Please include your name, social security number, address, date and signature on this form and return to:

BSW Field Education Program  
Florida A&M University  
Department of Social Work  
Benjamin Banneker Building B, Suite 300  
1339 Wahnish Way  
Tallahassee, Florida 32307-3500

Sincerely,

Wanda F. Jackson, MSW  
BSW Field Coordinator
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
Tallahassee, Florida

REQUISITION FOR
INTERN PARTICIPATION CERTIFICATIONS

An Internship Participation Certification is needed for:

______________________________
Name and Social Security Number

who is Directing Teacher ________________________________
Name of Student

who is interning in the ________________________________
Name of Program

in the ________________________________
Name of School or College

The period of internship extends from ____________ to ____________

TO BE FILLED IN BY THE COOPERATING
CLASSROOM TEACHER

______________________________
Signature
(Cooperating Teacher)

______________________________
Cooperating Teacher’s Address

______________________________
Date of Cooperating Teacher’s Request

FOR FAMU PERSONNEL ONLY

______________________________
Signature
(Person Making Request)

______________________________
Date of Request

______________________________
Date Approved
Dear Colleague:

In appreciation for services rendered as a field instructor/task supervisor for the Social Work Department at Florida A&M University, the BSW Office of Field Education wishes to issue you the Certificate of Participation. This certificate entitles the holder to exempt the matriculation fee for up to six hours during one term of instruction, including credit hours offered through continuing education programs, at any State University. The holder will be required to pay all current fees applicable at the time of registration except matriculation fees and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration.

The certificate is effective for a period of 36 months (3 years), prior to the date of expiration listed on the certificate. Please review the enclosed certificate to make sure there are no errors in the spelling of your name and social security number. If an error is cited, please return the document with a written explanation of the error such that the necessary corrections can be made.

Please sign this certificate and return the attachment(s) to me. You should retain the original/white certificate for your records to surrender at registration. If you have any questions, you may contact me at 850-599-8852. Your support of field education at FAMU is appreciated.

Please return to:

Wanda Jackson, MSW
BSW Office of Field Education
Benjamin Banneker Building B, Suite 300
Florida A&M University
1339 Wahnish Way
Tallahassee, Florida 32307-4900

Sincerely yours,

Wanda F. Jackson, MSW
BSW Field Coordinator

Enclosure
<table>
<thead>
<tr>
<th>Home Address</th>
<th>Term Expired</th>
<th>Date of Issue</th>
<th>Expires</th>
<th>Total Fees</th>
<th>Fee Waived</th>
<th>Fee Collected</th>
<th>Line Clear</th>
<th>Degree Cleared</th>
</tr>
</thead>
</table>

**Required Information**
- Name of University
- Division of Colleges and Universities
- Florida Department of Education

**Certificate of Participation**
- Name of University/Department
- State Universities of Florida
- Division of Colleges and Universities
- Florida Department of Education
Florida Agricultural and Mechanical University  
Participant Evaluation Form

Name of Workshop: BSW FIELD STUDENTS PRE-PLACEMENT MEETING

Presenter: Wanda F. Jackson, MSW  
BSW Field Coordinator

Date: ______________________

Write your numerical response at the end of each statement:

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree  0 = no opinion

1. The meeting was helpful…………………………………………………………. ______

2. The presenter was organized………………………………………………….. ______

3. The presenter spoke clearly and answered questions appropriately…………______

4. The handouts/visual aids were informative …………………………………… ______

5. The setting for the workshop was conducive for the training………………...____

Please respond to the following statements:

1. The most helpful part of the workshop was:

2. I would have liked more information about:

3. Additional comments:

4. I would rate the overall orientation as: (please circle your response)

   Excellent       Good       Fair       Poor
Florida Agricultural and Mechanical University
Participant Evaluation Form

Name of Workshop: BSW FIELD STUDENTS ORIENTATION MEETING

Presenter: Wanda F. Jackson, MSW
BSW Field Coordinator

Date: ______________________

Write your numerical response at the end of each statement:

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree  0 = no opinion

1. The orientation was helpful .................................................................____

2. The presenter was organized .........................................................____

3. The presenter spoke clearly and answered questions appropriately ........____

4. The handouts/visual aids were informative .........................................____

5. The setting for the workshop was conducive for the training ..............____

Please respond to the following statements:

1. The most helpful part of the workshop was:

2. I would have liked more information about:

3. Additional comments:

4. I would rate the overall orientation as: (please circle your response)

   Excellent  Good  Fair  Poor
Florida Agricultural and Mechanical University  
Participant Evaluation Form

Name of Workshop: BSW FIELD INSTRUCTORS ORIENTATION MEETING

Presenter: Wanda F. Jackson, MSW  
BSW Field Coordinator

Date: ______________________

Write your numerical response at the end of each statement:

4 = strongly agree  3 = agree  2 = disagree  1 = strongly disagree  0 = no opinion

1. The orientation was helpful ..............................................................................____

2. The presenter was organized ............................................................................____

3. The presenter spoke clearly and answered questions appropriately ..............____

5. The handouts/visual aids were informative .....................................................____

6. The setting for the workshop was conducive for the training .....................____

Please respond to the following statements:

1. The most helpful part of the workshop was:

2. I would have liked more information about:

3. Additional comments:

4. I would rate the overall orientation as: (please circle your response)

   Excellent       Good       Fair       Poor
Appendices
Appendix A
Field Practicum Sites List
**BSW FIELD PRACTICUM SITES** (UPDATED 9/06/06)

*It is important to notify the BSW Field Coordinator at 599-8852 of any agency you may be interested in as a potential field education placement site. Under no circumstances should a student engage in activities to “find” their own practicum site.*

<table>
<thead>
<tr>
<th>AGENCY NAME</th>
<th>FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability 1®</td>
<td>Disability</td>
</tr>
<tr>
<td>Aging and Adult Services (Gadsden County)</td>
<td>Aging</td>
</tr>
<tr>
<td>Aging and Adult services (Marianna)</td>
<td>Aging</td>
</tr>
<tr>
<td>Aging and Adult Services (Tallahassee)</td>
<td>Aging</td>
</tr>
<tr>
<td>Advocacy Center for Person’s w/Disabilities, Inc.</td>
<td>Counseling/support</td>
</tr>
<tr>
<td>Apalachee Center for Human Services (Monticello)</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Apalachee Center for Human Services (Outpatient treatment Center)</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Apalachee Center for Human Services (FACT Program)</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Apalachee Center for Human Services</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Archbold Northside Center (Thomasville)</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Area Agency on Aging</td>
<td>Aging</td>
</tr>
<tr>
<td>Brehon Institute (Quincy &amp; Tallahassee)</td>
<td>Pregnant Women/Healthy Families</td>
</tr>
<tr>
<td>Big Bend Cares (AIDS Resource Education &amp; Support)</td>
<td>Counseling/Support</td>
</tr>
<tr>
<td>Big Bend Hospice-The Caring Tree Counseling (Fall &amp; Spring Placements only)</td>
<td>Child/Adolescent Support Group</td>
</tr>
<tr>
<td>Big Brothers, Big Sisters</td>
<td>Mentoring at Risk Youth</td>
</tr>
<tr>
<td>Camelot</td>
<td>Adoption and Foster Care</td>
</tr>
<tr>
<td>Capital Area Community Action Agency</td>
<td>Public Welfare/Financial Assistance</td>
</tr>
<tr>
<td>Capital City Youth Services</td>
<td>At-risk youth/Shelter Care</td>
</tr>
<tr>
<td>Capital Health Care Center</td>
<td>Aging/Residential Care</td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>Public Welfare/Homeless Services</td>
</tr>
</tbody>
</table>
Children’s Home Society (Tree House Program)  
Children’s Home Society  
Children’s Home Society Community Intervention Center  
Covenant Hospice  
Florida Department of Corrections  
Department of Children & Families (Marianna, Florida)  
Department of Juvenile Justice (Case Management/Community Control/Probation)  
Department of Juvenile Justice (Central Intake)  
Department of Juvenile Justice (Detention Center)  
Department of Juvenile Justice (Juvenile Unit for Specialized Treatment for Adolescent Boys) (Woodville)  
DISC Village, Inc. (Adolescent Treatment Center) (Woodville)  
DICS Village, Inc.  
DISC Village, Inc. (Juvenile Alternative Services Program)  
DISC Village, Inc. (Prevention)  
Easter Seal Rehabilitation Center  
Elder Care Services  
Emergency Care Help Organization (ECHO)  
Family Source of Florida (Child Abuse Prevention)  
Florida Department of Health  
Florida State Hospital (Chattahoochee, Fl)  
Florida State Hospital (Chattahoochee, Fl)  
Gadsden County Health Department (Quincy & Havana Fl)  
Children & Youth Shelter Care  
Foster Care  
Protective Supervision  
Family Outreach  
Hospice Care  
Adult Corrections  
Child Protective Investigations  
At-risk youth  
At-risk youth  
At-risk youth  
At-risk youth  
At-risk youth  
At-risk youth  
At-risk youth  
Counseling/Support/Education  
Employment Training  
Aging  
Public Welfare  
Counseling/Support  
AIDS Counseling  
Mental Health/Developmental Disabilities  
Mental Health/Forensic/Dual Diagnosis  
Health Care
<table>
<thead>
<tr>
<th>Organization</th>
<th>Services/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian Ad Litem Program</td>
<td>Child Advocacy</td>
</tr>
<tr>
<td>Girls &amp; Boys Town of North Florida (Residential Program)</td>
<td>At-risk youth/Foster Care</td>
</tr>
<tr>
<td>Goodwill Industries</td>
<td>Occupational Training</td>
</tr>
<tr>
<td>Greenville Hills Academy (Mental Health/Behavioral/Residential Treatment) Monticello</td>
<td>At-risk Youth</td>
</tr>
<tr>
<td>HealthSouth Rehabilitation Hospital</td>
<td>Health Care</td>
</tr>
<tr>
<td>Heritage Health Care Center</td>
<td>Aging</td>
</tr>
<tr>
<td>HOPE Community (Housing Opportunities &amp; Personal Empowerment)</td>
<td>Homeless Families</td>
</tr>
<tr>
<td>Leon County Health Department</td>
<td>Women’s Health/Counseling</td>
</tr>
<tr>
<td>Leon County Sheriff’s Department</td>
<td>Victim Advocacy</td>
</tr>
<tr>
<td>Leon County &amp; City of Tallahassee Neighborhood Justice Center</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>Neighborhood Health Service, Inc.</td>
<td>Health Care</td>
</tr>
<tr>
<td>One Church, One Child</td>
<td>Black Adoptions</td>
</tr>
<tr>
<td>Office of the Public Guardian</td>
<td>Mental Health, Developmental Disabilities, Head Injuries</td>
</tr>
<tr>
<td>Office of the Public Defender</td>
<td>Advocacy for at risk youth</td>
</tr>
<tr>
<td>PACE Center for Girls (Fall &amp; Spring only)</td>
<td>At-risk youth/School Social Work</td>
</tr>
<tr>
<td>Pace Secondary School (Fall &amp; Spring only)</td>
<td>At-risk youth/School Social Work</td>
</tr>
<tr>
<td>Refuge House</td>
<td>Domestic Violence Shelter</td>
</tr>
<tr>
<td>Salvita, Inc. (Female clients only)</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Sunland Hospital of Marianna (Marianna, Fl.)</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Tallahassee Regional Diabetes Center</td>
<td>Medical Social Work</td>
</tr>
<tr>
<td>Tallahassee Community Hospital</td>
<td>Medical Social Work</td>
</tr>
<tr>
<td>Tallahassee Memorial Hospital</td>
<td>Medical Social Work</td>
</tr>
<tr>
<td>Tandem Health Care</td>
<td>Aging/Rehabilitation</td>
</tr>
<tr>
<td>We Care Network</td>
<td>Health Care</td>
</tr>
<tr>
<td>Wakulla County Health Department</td>
<td>Health Care</td>
</tr>
</tbody>
</table>
Appendix B
CSWE Educational Policy
And
Accreditation Standards
Appendix C

CSWE Curriculum Policy Statement for Baccalaureate Programs
B1.0 Scope and Intent of the Curriculum Policy Statement

B1.1 This document sets forth the official policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The Policy statement specifies certain content of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum Policy design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform to this Curriculum Policy statement.

B3.0 Premises Underlying Social Work Education

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession’s history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master’s and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services.
Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systemic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are the forefront of the new and changing knowledge base of social work and its supporting disciplines.

**B4.0 Purpose of Social Work**

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and it’s the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish task, prevent and alleviate distress, and use resources.

B4.2 The planning, formation, and implementation of social policies, services, resources and programs needed to meet basic human needs and support the development of human capacities.

B4.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.4 The development and testing of professional knowledge and skills related to these purposes.

**B5.0 Purposes and Structure of Baccalaureate Social Work Education**

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.
B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master’s. The baccalaureate level prepares students for generalist social work practice, and the master’s level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skills that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession’s knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social context of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.
B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice intervention and those of other relevant systems.

B5.7.10 Use communication skills differently with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seeks necessary organizational change.
Appendix D
NASW Code of Ethics
NASW CODE OF ETHICS

OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

APPROVED by the 1996 NASW DELEGATE ASSEMBLY and REVISED by the 1999 DELEGATE ASSEMBLY

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining of social work is the profession’s focus on individual well-being in a social context and the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social Workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work
Appendix E
NABSW Code of Ethics
The National Association of Black Social Workers (NABSW) was established in San Francisco, California in May 1968 by a group of Black Social Workers who were convened for a meeting of an established national social work organization. They disengaged from the meeting to form what has ultimately become the foremost advocacy group established to address social issues and concerns of the Black community. NABSW is designated to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level. NABSW is compromised of over 100 membership chapters throughout the continental United States and the Caribbean. Additionally, affiliate groups are in both West and South Africa. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

NABSW has over 30 student chapters at schools of social work throughout the country. Annually, NABSW host conferences nationally and internationally that are open its membership and potential members.

**CODE OF ETHICS**

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community is a precondition to humanitarian acts, then we as Black Social Workers must use our knowledge of the Black community, our commitment to its self-determination, and our helping skills for the benefit of black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black Social Workers, we commit ourselves, collectively to the interest of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family and Black community and will engage in actions for improving social conditions.
- I give preference to this mission over my personal interests.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of services preformed by the agency or organization in which I am employed as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by individuals or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

May 1968 – San Francisco, CA.